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ABSTRACT

Standardized course titles and core contents for seven marketing and cooperative vocational education courses in Mississippi are provided: (1) marketing education, part one; (2) marketing education, part two; (3) fashion merchandising; (4) marketing cooperative education, part one; (5) marketing cooperative education, part two; (6) diversified occupations cooperative education, part one; and (7) diversified occupations cooperative education, part two. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

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ED334394

# Standardized Curriculum For Marketing and Cooperative

VOCATIONAL EDUCATION

*Mississippi Department of Education*
*Bureau of*
*Vocational, Technical*
*and Adult Education*

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# STANDARDIZED CURRICULA
# FOR
# MARKETING AND COOPERATIVE
# VOCATIONAL EDUCATION

MISSISSIPPI DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL, TECHNICAL
AND ADULT EDUCATION

Spring, 1988

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## FOREWORD

This volume is intended to be used in the state of Mississippi as a mechanism for standardizing vocational education course titles and core contents. The need for standardization of curricula was triggered by provisions in the Educational Reform Act of 1982 which mandated:

-- elimination of nearly all currently existing curriculum requirements and development of new curriculum content that is "properly sequenced" and "coordinated";

-- steps to ensure that students master one level of course work before being advanced to the next level and that progression is properly sequenced;

-- a criterion-referenced statewide testing program that is built upon an identified set of "basic skills" keyed to student performance in grades 3, 5, 8, and 11;

-- revised graduation requirements that take into account student performance on the basic skills and also on a test of "functional literacy skills"; and

-- a system of accrediting schools that takes into account the performance of districts and schools and students.

In addition to the mandates of the Educational Reform Act, the Strategic Plan for Vocational and Technical Education in Mississippi also calls for improving the quality of vocational and technical education through the standardization of curricula and the articulation of secondary and postsecondary programs.

Both of these mandates were further reinforced by legislation passed in 1988 (Section 14, H.B. No. 601) which stated that the "State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such a program in the public schools..." Local districts are encouraged to adapt this program and accompanying procedures to all instructional areas. Districts are given the option of adopting the instructional program and management system provided by the State Department of Education or adopting their own program as long as it meets or exceeds the criteria established by the State Department of Education.

The legislation calls the State Department of Education to provide for instructional program and management guidelines which require for every public school district that:

1. All courses taught in Grades K-8 containing skills tested through the Mississippi Basic Skills Assessment Program, all secondary school courses mandated for graduation, and all courses in the end-of-course testing program shall include the State Department of Education's written list of learning objectives.

2. The local school board must adopt the objectives that will form the core curriculum which will be systematically delivered throughout the district.

3. The set of objectives must be accompanied by suggested instructional practices and resources that would help teachers organize instruction. Such instructional practices and resources are to be used as suggestions and the goal of the program is mastery of the objectives by the students and not to limit the way a teacher may teach.

4. Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.

5. At least once during each school year, student performance on the set of learning objectives for each subject must be evaluated. Student performance on each objective must be measured at least once each year.

6. There shall be an annual review of student performance in the instructional program against locally established standards. When weaknesses exist in the local program, the district shall take action to improve student performance.

7. A permanent record of performance for each student must be maintained for all objectives tested by the Basic Skills Assessment Program and Functional Literacy Examination.

8. The State Board of Education and the board of trustees of each school district shall adopt policies to limit and reduce the number and length of written reports that classroom teachers are required to prepare.

9. The law shall not be construed to limit teachers from using their own professional skills to help students master the objectives, nor shall it be construed as a call for more detailed or complex lesson plans or any increase in testing at the local school district level.

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MARKETING EDUCATION I

COURSE OUTLINE

MARKETING EDUCATION I

| Unit No. | Unit Title |
|---|---|
| 1 | Orientation |
| 2 | Economic Foundations of Marketing |
| 3 | Employment |
| 4 | Selling |
| 5 | Promotion |
| 6 | Display |
| 7 | Marketing Mathematics |
| 8 | Utilizing Human Resources |
| 9 | Financial Management |

COURSE: Marketing Education I

Unit 1: Orientation

Objectives: Upon completion of this unit, the student will:

*1. Identify objectives of Marketing Education.
*2. Identify elements of Marketing Education.
*3. Identify individual gains from Marketing Education.
*4. List factors to consider in the selection of a career.
*5. Identify available occupations in Marketing Education in the local community.
*6. Explain the leadership opportunities offered through membership in DECA.
*7. Explain the purpose of competitive activities and chapter awards.
*8. Describe career opportunities in marketing.
*9. Explain the significance of marketing to our economy.
10. List the order of business for a meeting.
11. Define common motions used in parliamentary procedure.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from retail establishments
Films or filmstrips available
Lab application and practice
Role playing

Suggested Resources:

Primary source for core/essential objectives:

Oklahoma Distributive Education II Course of Study. (available from R/CU)

Additional Sources:

Handbook for DECA Chapters, 9th edition. DECA Related Materials Services, Reston, Virginia. 1981.

Leadership Development, 2nd edition. George Shinn. Gregg/McGraw Hill Publishing Company, Manchester, Missouri 63011. 1986.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Marketing Practices and Principles, 4th edition. Ralph E. Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Retailing: Principles and Practices, 7th edition. Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Gregg Division of McGraw-Hill, New York, New York. 1982.

Your Attitude is Showing: A Primer on Human Relations. Elwood N. Chapman, Science Research Associates, Inc., Chicago, Illinois. 1972.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 3 objectives of marketing education.
*Objective 2: The student will identify 3 elements of marketing education.
*Objective 3: The student will describe 4 ways that he or she can benefit from marketing education.
*Objective 4: The student will identify 4 considerations in the selection of a career.
*Objective 5: The student will identify 3 occupations in marketing the local community.
*Objective 6: The student will explain the leadership opportunities offered through membership in DECA.
*Objective 7: The student will explain the purpose of competitive activities and chapter awards.
*Objective 8: The student will describe 3 career opportunities in marketing.
*Objective 9: The student will explain the significance of marketing to our economy.
Objective 10: The student will list the order of business for a meeting with 90% accuracy.
Objective 11: The student will define 4 common motions used in parliamentary procedure.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Identified objectives of Marketing Education.
_____*2. Identified elements of Marketing Education.
_____*3. Described individual gains from Marketing Education.
_____*4. Identified considerations in career selection.
_____*5. Identified occupations in Marketing in the local community.
_____*6. Explained the leadership opportunities offered through membership in DECA.
_____*7. Explained the purpose of competitive activities and chapter awards.
_____*8. Described career opportunities in marketing.
_____*9. Explained the significance of marketing to our economy.
_____10. Listed the order of business for a meeting.
_____11. Defined common motions used in parliamentary procedure.

*Indicates core/essential objectives

COURSE: Marketing Education I

Unit 2: Economic Foundations of Marketing

Objectives: Upon completion of this unit, the student will:

*1. Define marketing.
*2. Define economics.
*3. Identify marketing functions.
*4. Identify channels of distribution.
*5. Identify economic systems operating today.
*6. Define factors of production.
*7. Explain the law of supply and demand.
*8. Explain how competition relates to price.
*9. Explain the concepts of private enterprise and entrepreneurship.
*10. Define types of business ownership.
11. Name characteristics of American businesses.
*12. Explain the function of labor unions in the economy.
*13. Describe government regulations that may affect business in America.
14. Describe the role of production in a free enterprise economy.
*15. Apply economic principles to business situations.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from local community
Films, filmstrips available
Lab application and practice

Suggested Resources:

Primary source for core/essential objectives:

Oklahoma Distributive Education II Course of Study. (available from R/CU)

Additional Sources:

American Enterprise Center Resource Materials Directory. P.O. Box 1849, Jackson, Mississippi 39205.

Daily newspaper

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

Marketing Practices and Principles, 4th edition. Ralph E. Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define marketing.
*Objective 2: The student will define economics.
*Objective 3: The student will identify 3 marketing functions.
*Objective 4: The student will identify 4 channels of distribution.
*Objective 5: The student will identify the 3 major economic systems operating today.
*Objective 6: The student will correctly define factors of production.
*Objective 7: The student will correctly explain the relationship of supply and demand.
*Objective 8: The student will correctly explain the effect of competition on price.
*Objective 9: The student will correctly explain the concepts of private enterprise and entrepreneurship.
*Objective 10: The student will correctly define 4 types of business ownership.
Objective 11: The student will name 3 characteristics of American businesses.
*Objective 12: The student will explain the function of labor unions in the economy.
*Objective 13: The student will describe 2 government regulations that may affect business in America.
Objective 14: The student will describe the role of production in a free enterprise economy.
*Objective 15: The student will correctly apply economic principles to 2 business situations.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Defined marketing.
_____*2. Defined economics.
_____*3. Identified marketing functions.
_____*4. Identified channels of distribution.
_____*5. Identified economic systems operating today.
_____*6. Defined factors of production.
_____*7. Explained the law of supply and demand.
_____*8. Explained how competition affects price.
_____*9. Explained the concepts of private enterprise and entrepreneurship.
_____*10. Defined types of business ownership.
_____11. Named characteristics of American businesses.
_____*12. Explained the function of labor unions in the economy.
_____13. Described government regulations that may affect business in America.

_____14. Described the role of production in a free enterprise economy.

____*15. Applied economic principles to business situations.

*Indicates core/essential objectives

COURSE: Marketing Education I

Unit 3: Employment

Objectives: Upon completion of this unit, the student will:

*1. Identify sources of job information.
*2. Participate in a job interview.
*3. Complete a job application.
*4. Prepare a resume'.
*5. Write a letter of application.
*6. Write a follow-up letter.
*7. Describe desirable characteristics of employees.
8. Discuss employment agencies.
9. Describe items an applicant may need to prepare when applying for a job.
*10. Describe things that new employees can do to get off to a good start.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Guest speakers from local business establishments
Films or filmstrips available
Lab application and practice

Suggested Resources:

Primary source for core/essential objectives:

Oklahoma Distributive Education II Course of Study. (available from R/CU)

Additional Sources:

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Retailing: Principles and Practices, 7th edition. Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Gregg Division of McGraw-Hill, New York, New York. 1982.

The Career Planning Workshop. EDN Corporation, Elkins Park, Pennsylvania 19117-1410. 1986.

Video: "Make A Dream Happen" (available from R/CU)

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 3 sources of job information.

*Objective 2: The student will achieve a 70 percent rating in a mock interview based on the following criteria:
1. grooming
2. promptness
3. knew facts about company
4. introduced him/herself properly
5. manners
6. asked appropriate questions
7. gave appropriate answers
8. used correct grammar
9. closed interview properly
10. poise
11. made eye contact

*Objective 3: The student will complete an application form that meets the following criteria:
1. instructions were followed
2. neat overall appearance
3. information was accurate and appropriate

*Objective 4: The student will prepare a resume' that meets the following criteria:
1. organized by categories
2. neat overall appearance
3. appropriate and accurate information supplied
4. written in pen or typed
5. appropriate references listed

*Objective 5: The student will write a letter of application that meets the following criteria:
1. form and appearance conform to standards
2. contains proper information
3. uses original approach
4. uses a proper closing

*Objective 6: The student will write a follow-up letter that meets the following criteria:
1. form and appearance conform to standards
2. contains proper information
3. uses original approach
4. uses a proper closing

*Objective 7: The student will describe 5 desirable characteristics of employees.

Objective 8: The student will discuss the operation of employment agencies.

Objective 9: The student will describe 3 items an applicant may need to prepare when applying for a job.

Objective 10: The student will describe 3 things that new employees can do to get off to a good start.

*Indicates core/essential objectives

Performance Record:

Place a check by each objective the student achieved:

_____*1. Identified sources of job information.
_____*2. Participated in a job interview.
_____*3. Completed a job application.
_____*4. Prepared a resume'.
_____*5. Wrote letters of application and follow-up.
_____*6. Wrote a follow-up letter.
_____*7. Described desirable characteristics of employees.
_____ 8. Discussed employment agencies.
_____ 9. Described items an applicant may need to prepare when applying for a job.
____*10. Described things that new employees can do to get off to a good start.

*Indicates core/essential objectives

COURSE: Marketing Education I

Unit 4: Selling

Objectives: Upon completion of this unit, the student will:

*1. Recognize buying motives.
*2. Identify types of products.
*3. Identify steps in making a sale.
*4. Make a sales presentation.
*5. Make change.
*6. Understand the function of the Universal Product Codes.
*7. Identify parts of a cash register.
*8. Operate a cash register.
9. Describe duties of a salesperson.
*10. Describe human relations skills needed by salespeople.
*11. Prepare sales receipts.
*12. Prepare credit card receipts.
13. Describe how to handle complaints.
*14. Identify sources of product knowledge.
*15. Identify errors on a check.
16. Identify ways to help prevent shoplifting.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Role playing
Guest speakers from retail establishments
Films or filmstrips available
Lab application and practice

Suggested Resources:

Primary source for core/essential objectives:

Oklahoma Distributive Education II Course of Study. (available from R/CU)

Additional Sources:

Cashier Clerk, 3rd edition. Doehring. South-Western Publishing Company, Cincinnati, Ohio. 1983.

Clerk-Cashier Training Handbook. 1984 MADET Project, Jitney-Jungle of America, Inc. (available from R/CU)

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Retailing: Principles and Practices, 7th edition. Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Gregg Division of McGraw-Hill, New York, New York. 1982.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 3 motives for buying.
*Objective 2: The student will identify 3 different types of products.
*Objective 3: The student identified all steps in making a sale.
*Objective 4: The student's sales presentation will meet the following criteria:
1. merchandise was shown appropriately
2. explanations were concise and showed benefits to the customer
3. price was discussed positively
4. customer was involved in the presentation
*Objective 5: The student will make correct change 3 out of 4 times.
*Objective 6: The student will correctly explain the function of the Universal Product Code.
*Objective 7: The student will correctly identify 5 parts of the cash register.
*Objective 8: The student will correctly complete 3 out of 4 exercises on the cash register.
Objective 9: The student will describe 4 duties of a salesperson.
*Objective 10: The student will describe 3 human relations skills needed by salespeople.
*Objective 11: The student will prepare sales receipts with 95% accuracy.
*Objective 12: The student will prepare credit card receipts with 95% accuracy.
Objective 13: The student will describe how to handle complaints.
*Objective 14: The student will identify 3 sources of product knowledge.
*Objective 15: The student will identify errors on a check with 100% accuracy.
Objective 16: The student will identify 4 ways to help prevent shoplifting.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Recognized buying motives.
_____*2. Identified types of products.
_____*3. Identified steps in making a sale.
_____*4. Made a sales presentation.
_____*5. Made change.
_____*6. Understood the function of the Universal Product Codes.
_____*7. Identified parts of a cash register.
_____*8. Operated a cash register.

_____ 9. Described duties of a salesperson.
_____ *10. Described human relations skills needed by salespeople.
_____ *11. Prepared sales receipts.
_____ *12. Prepared credit card receipts.
_____ 13. Described how to handle complaints.
_____ *14. Identified sources of product knowledge.
_____ *15. Identified errors on a check.
_____ 16. Identified ways to help prevent shoplifting.

*Indicates core/essential objectives

COURSE: Marketing Education I

Unit 5: Promotion

Objectives: Upon completion of this unit, the student will:

*1. Define promotion.
*2. Identify the elements of the promotional mix.
*3. Identify parts of an advertisement.
*4. Identify appropriate times and products to advertise.
*5. Identify goals of advertising.
*6. Explain advantages and disadvantages of major types of media.
*7. Name the stages of a product.
*8. Distinguish between promotional and institutional advertisements.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from local newspapers
Films or filmstrips available
Lab practice and application

Suggested Resources:

Primary source for core/essential objectives:

Oklahoma Distributive Education II Course of Study. (available from R/CU)

Additional Sources:

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Marketing Practices and Principles, 4th edition. Ralph E. Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Retailing: Principles and Practices, 7th edition. Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Gregg Division of McGraw-Hill, New York, New York. 1982.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define promotion.
*Objective 2: The student will name the elements of the promotional mix.

*Objective 3: The student will identify 5 of the 7 parts of an advertisement.

*Objective 4: Given a list of products, the student will identify those appropriate for advertising and the time of year they should be advertised.

*Objective 5: The student will identify 3 goals of advertising.

*Objective 6: The student will identify an advantage and disadvantage of each of the major types of media.

*Objective 7: The student will name each of the stages that a product goes through in its life cycle.

*Objective 8: The student will select 2 examples of promotional advertising and 2 examples of institutional advertising from a set of advertisements provided by the instructor.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Defined promotion.
_____*2. Identified the elements of the promotional mix.
_____*3. Identified parts of an advertisement.
_____*4. Identified appropriate products and times to advertise.
_____*5. Identified goals of advertising.
_____*6. Identified advantages and disadvantages of major types of media.
_____*7. Named the stages of a product.
_____*8. Distinguished between promotional and institutional advertisements.

*Indicates core/essential objectives

COURSE: Marketing Education I

Unit 6: Display

Objectives: Upon completion of this unit, the student will:

*1. Identify purposes of display.
*2. Identify classifications of display.
*3. Describe classifications of display.
*4. Name the steps in creating a display.
*5. Evaluate a display.
6. Operate the Signpress machine.
*7. Discuss the importance of display.
8. Dress a mannequin.
9. Create a display in the lab.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from local retail establishments
Films or filmstrips available
Lab practice and application
Field trips to evaluate local displays

Suggested Resources:

Primary source for core/essential objectives:

Oklahoma Distributive Education II Course of Study. (available from R/CU)

Additional Sources:

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Marketing Practices and Principles, 4th edition. Ralph E. Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Retailing: Principles and Practices, 7th edition. Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Gregg Division of McGraw-Hill, New York, New York. 1982.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 3 purposes of display.
*Objective 2: The student will name the classifications of display with 100% accuracy.
*Objective 3: The student will describe classifications of display with 95% accuracy.
*Objective 4: The student will name the steps in creating a display with 90% accuracy.
*Objective 5: The student will evaluate a display within 10 points of the instructor's rating.
Objective 6: The student will produce a usable sign on the Signpress machine.
*Objective 7: The student will discuss the importance of display indicating benefits to both retailer and consumer.
Objective 8: The student will dress a mannequin following appropriate procedure for dismantling and reassembly.
Objective 9: The student will create a display following the principles of design in the lab.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Identified purposes of display.
_____*2. Identified classifications of display.
_____*3. Described classifications of display.
_____*4. Named the steps in creating a display.
_____*5. Evaluated a display.
_____ 6. Operated the Signpress machine.
_____*7. Discussed the importance of display.
_____ 8. Dressed a mannequin.
_____ 9. Created a display in the lab.

*Indicates core/essential objectives

COURSE: Marketing Education I

Unit 7: Marketing Mathematics

Objectives: Upon completion of this unit, the student will:

*1. Compute inventory.
*2. Compute retail prices.
*3. Compute markdowns.
*4. Compute sales tax.
*5. Prepare invoices.
*6. Compute discounts accompanying invoices.
*7. Explain inventory procedures.
*8. Utilize the computer in formulating marketing decisions.
*9. Compute gross wages.
*10. Compute net wages.
11. Prepare cost codes.
12. Interpret cost codes.
*13. Compute unit prices.
14. Define open-to-buy.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Films or filmstrips available
Lab application and practice

Suggested Resources:

Primary source for core/essential objectives:

Marketing Math, 2nd edition. Stull. South-Western Publishing Company, Cincinnati, Ohio. 1985.

Additional Sources:

Gadgetronics. (Computer program available from the R/CU)

Making Basic Math Skills Work for You in Marketing. Extension Instruction and Materials Center, University of Texas at Austin, Austin, Texas 78713-7218. 1983.

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Vocational Math. Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-4364.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will compute inventory with 90% accuracy.
*Objective 2: The student will compute retail prices with 90% accuracy.
*Objective 3: The student will compute markdowns with 90% accuracy.
*Objective 4: The student will compute sales tax with 90% accuracy.
*Objective 5: The student will prepare invoices with 100% accuracy.
*Objective 6: The student will compute discounts accompanying invoices with 95% accuracy.
*Objective 7: The student will describe inventory procedures with 90% accuracy.
*Objective 8: The student will utilize the computer in formulating marketing decisions with 100% accuracy.
*Objective 9: The student will compute gross wages with 95% accuracy.
*Objective 10: The student will compute net wages with 95% accuracy.
Objective 11: The student will prepare a cost codes with 100% accuracy.
Objective 12: The student will interpret cost codes with 100% accuracy.
*Objective 13: The student will compute unit prices with 95% accuracy.
Objective 14: The student will define open-to-buy with no errors.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Computed inventory.
_____*2. Computed retail prices.
_____*3. Computed markdowns.
_____*4. Computed sales tax.
_____*5. Prepared invoices.
_____*6. Computed discounts accompanying invoices.
_____*7. Explained inventory procedures.
_____*8. Utilized the computer in formulating marketing decisions.
_____*9. Computed gross wages.
_____*10. Computed net wages.
_____11. Prepared cost codes.
_____12. Interpreted cost codes.
_____*13. Computed unit prices.
_____14. Defined open-to-buy.

*Indicates core/essential objectives

COURSE: Marketing Education I

Unit 8: Utilizing Human Resources

Objectives: Upon completion of this unit, the student will:

*1. Explain the importance of positive working relationships.
*2. Identify the relationship of attitude and job success.
*3. Describe ways to best serve customers.
*4. Identify the importance of responsibility and job success.
*5. Describe ways to improve individual personality.
*6. Describe proper telephone procedures for business.
*7. Identify human relations traits desired by employers.
8. Discuss the importance of self understanding.
*9. Discuss the importance of getting along with co-workers.
10. Describe line and staff working relationships.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Guest speakers from retail establishments
Films or filmstrips available
Role playing

Suggested Resources:

Primary source for core/essential objectives:

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

Additional Sources:

Communication in Action, 2nd edition. John Williams and Steven Eggland. South-Western Publishing Company, Cincinnati, Ohio. 1985.

Human Relations at Work, 2nd edition. Steven Eggland and John Williams. South-Western Publishing Company, Cincinnati, Ohio. 1981.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Oklahoma Distributive Education II Course of Study. (available from R/CU)

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will explain the importance of positive working relationships.

*Objective 2: The student will explain the relationship of attitude and job success.

*Objective 3: The student will describe ways to best serve customers in different situations.

*Objective 4: The student will identify 3 ways that responsibility contributes to job success.

*Objective 5: The student will identify 2 ways that feedback can be used for personal growth.

*Objective 6: The student will describe proper telephone procedures in a business.

*Objective 7: The student will identify 5 human relations traits desired by employers.

Objective 8: The student will discuss the importance of self understanding with 90% accuracy.

*Objective 9: The student will discuss the importance of getting along with co-workers.

Objective 10: The student will describe line and staff working relationships with 90% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Explained the importance of positive working relationships.
_____*2. Identified the relationship of attitude and job success.
_____*3. Described ways to best serve customers.
_____*4. Identified the importance of responsibility and job success.
_____*5. Described ways to improve individual personality.
_____*6. Described proper telephone procedures for business.
_____*7. Identified human relations traits desired by employers.
_____ 8. Discussed the importance of self understanding.
_____*9. Discussed the importance of getting along with co-workers.
_____10. Described line and staff working relationships.

*Indicates core/essential objectives

COURSE: Marketing Education I

Unit 9: Financial Management

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate how to write a check.
*2. Name steps in budgeting.
*3. Identify banking services available to individuals and businesses in the community.
4. Demonstrate how to balance a bank statement.
5. Name and describe common types of insurance.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Guest speakers from insurance agencies or banks
Films or filmstrips available
Practical application
Practice sets

Suggested Resources:

Primary Source: Local financial institutions

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate how to write a check with 100% accuracy.
*Objective 2: The student will name steps in budgeting with 100% accuracy.
*Objective 3: The student will identify banking services available to individuals and businesses in the community.
Objective 4: The student will demonstrate how to balance a bank statement with 100% accuracy.
Objective 5: The student will name and describe 3 types of insurance with 100% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Demonstrated how to write a check.
_____*2. Named steps in budgeting.
_____*3. Identified banking services available to individuals and businesses in the community.
_____ 4. Demonstrated how to balance a bank statement.
_____ 5. Named and described common types of insurance.

*Indicates core/essential objectives

MARKETING EDUCATION II

COURSE OUTLINE

MARKETING EDUCATION II

| Unit No. | Unit Title |
|---|---|
| 1 | Economics of Modified Free Enterprise |
| 2 | Principles of Management |
| 3 | Store Organization |
| 4 | Store Layout |
| 5 | Store Security |
| 6 | Store Safety |
| 7 | Trading Area and Merchandise Selection |
| 8 | Merchandise Control Operations |
| 9 | Small Business Ownership |
| 10 | Promoting a Small Business |

COURSE: Marketing Education II

Unit 1: Economics of Modified Free Enterprise

Objectives: Upon Completion of this unit, the student will:

*1. Identify major characteristics of the modified free enterprise system.
*2. List the economic goals of the American people.
*3. Name the functions of government in a free enterprise system.
*4. Identify the factors of price that influence the economy.
*5. Describe the function of supply and demand.
*6. List the factors which cause elasticity of demand.
*7. List the factors which cause inflation.
*8. Distinguish between elastic and inelastic goods and services.
9. Analyze competion in a modified free enterprise system.
10. Construct a supply and demand schedule.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from local banks or stock brokerage firms
Films or filmstrips available
Classroom debates

Suggested Resources:

Primary Source for core/essential objectives:

Oklahoma Business Management and Ownership. (available from (R/CU).

Additional Sources:

American Enterprise Center Resource Materials Directory P.O. Box 1849, Jackson, Mississipi 39205.

Daily newspaper

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

Marketing Practices and Principles, 4th edition. Ralph Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify six major characteristics of a modified free enterprise system.
*Objective 2: The student will list six economic goals of the American people.
*Objective 3: The student will name the six functions of government in a free enterprise system.
*Objective 4: The student will identify the five factors of price that influence the economy.
*Objective 5: The student will describe the function of supply and demand.
*Objective 6: The student will list the two factors which cause elasticity of demand.
*Objective 7: The student will list the four factors which cause inflation.
*Objective 8: The student will distinguish between elastic and inelastic goods and services.
Objective 9: The student will analyze competition in a modified free enterprise system.
Objective 10: The student will construct a supply and demand schedule.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Identified major characteristics of the modified free free enterprise system.
____*2. Listed the economic goals of the American people.
____*3. Named the functions of government in a free enterprise system.
____*4. Identified the factors of price that influence the economy.
____*5. Described the functions of supply and demand.
____*6. Listed the factors which cause elasticity of demand.
____*7. Listed the factors which cause inflation.
____*8. Distinguished between elastic and inelastic goods and services.
____ 9. Analyzed competion in a modified free enterprise system.
____10. Constructed a supply and demand schedule.

*Indicates core/essential objectives

COURSE: Marketing Education II

Unit 2: Principles of Management

Objectives: Upon completion of this unit, the student will:

*1. Distinguish between the levels of management.
*2. Define the functions of management.
*3. Identify the characteristics of types of leaders.
*4. List the steps in the decision-making process.
*5. Discuss the process of management by objectives.
*6. Solve a management case study.
7. Discuss management as an art and as a science.
8. Distinguish between types of management theories.
9. Identify the characteristics of a good solution.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Guest speakers who are local business managers
Films or filmstrips
Role playing

Suggested Resources:

Primary source for core/essential objectives

Oklahoma Business Management and Ownership. (available from R/CU).

Additional Sources:

Leadership Development, 2nd edition. George Shinn. Gregg/McGraw Hill, Manchester, Missouri 63011. 1986.

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

Principles of Management, Henry L. Sisk. Gregg Division of Gregg/McGraw Hill, New York, New York.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will distinguish between the two different levels of management.
*Objective 2: The student will define the four functions of management.
*Objective 3: The student will identify three characteristics of two types of leaders.

*Objective 4: The student will list in order the five steps in the decision-making process.

*Objective 5: The student will discuss the process of management by objectives. The following three areas should discussed:
1. MBO's serve as a guide for activities
2. MBO's are written.
3. MBO's are stated in terms of goals and objectives.

*Objective 6: The student will solve a management case study. The following questions will be answered:
1. Where is the organization going?
2. What is to be accomplished?
3. When will it be accomplished?
4. How will the organization accomplish its objectives?
5. Who is ressponsible for each objective?
6. What resources are necessary?
7. How will progress be monitored?
8. How will results be evaluated?

Objective 7: The student will discuss management as art and as a science identfying the three primary aspects of each.

Objective 8: The student will distinguish between the three types of management theories.

Objective 9: The student will identify the five characteristics of a good solution.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Distinguished between the levels of management.
____*2. Defined the functions of management.
____*3. Identified the characteristics of types of leaders.
____*4. Listed the steps in the decision-making process
____*5. Discussed the process of management by objectives.
____*6. Solved a management case study.
____ 7. Discussed management as an art and as a science
____ 8. Distinguished between types of management theories.
____ 9. Identified the characteristics of a good solution.

*Indicates core/essential objectives

COURSE: Marketing Education II

Unit 3: Store Organization

Objectives: Upon completion of this unit, the student will:

*1. Explain the reasons organization is necessary.
*2. Name the forms of business ownership.
*3. List the characteristics of businesses operating under different forms of business ownership.
*4. List the job titles and activities performed by various managers.
5. List the basic retailing activities for which organization is usually provided.
6. List the steps used to determine job responsibility and qualifications.
7. List the types of business organizations.
8. List the ways formal and informal organizations affect productivity.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from local businesses
Films and filmstrips available
Lab application and practice

Suggested Resources:

Primary Source for core/essential objectives

Oklahoma Distributive Education II Course of Study. (available from R/CU)

Additional Sources:

Oklahoma Business Management and Ownership. (available from RC/U)

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio. 1986.

Marketing Practices and Principles, 4th edition. Ralph mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

Evaluation and Suggested Minimum Peformance Standards:

*Objective 1: The student will explain the reasons organization is necessary.
*Objective 2: The student will name the eight forms of business ownership.
*Objective 3: The student will list two characteristics of busineses operating under different forms of ownership.
*Objective 4: The student will list the job titles and two activities performed by four types of managers.
Objective 5: The student will list four activities for which organization is ususlly provided.
Objective 6: The student will list five steps used to deteremine job responsibility and qualifications.
Objective 7: The student will list two types of business orgtanizations.
Objective 8: The student will list three ways formal and informal organizations affect productivity.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Explained the reasons organization is necessary.
____*2. Named the forms of business ownership.
____*3. Listed the characteristics of businesses operating under different forms of business ownership.
____*4. Listed the job titles and activities performed by various managers.
____ 5. Listed the basic retailing activities for which organization is usually provided.
____ 6. Listed the steps used to determine job responsibility and qualifications.
____ 7. Listed the types of business organizations.
____ 8. Listed the ways formal and informal organizations affect productivity.

*Indicates core/essential objectives

COURSE: Marketing Education II

Unit 4: Store Layout

Objectives: Upon completion of this unit, the student will:

*1. List the principles that affect store layout.
*2. Discuss the principles for effectively merchandising products in a retail store.
*3. Distinguish between types and uses of interior displays.
*4. Name the types of window displays.
*5. List the principles used in creating displays.
*6. Distinguish between types of layoout arangements.
*7. State ways to improve store security thorugh layout arrangements.
8. Name the types of display classifications.
9. Discuss ways to increase cost efficiency through effective layout design.
10. Evaluate the visual effectiveness of a display.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from local businesses
Field interviews by students of display specialists
Film and filmstrips available

Suggested Resources:

Primary Source for core/essential objectives:

Oklahoma Business Management and Ownership. (available from R/CU)

Additional Sources:

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio, 1986.

Marketing Practices and Principles, 4th edition. Ralph Mason, Patricia M. Rath, and Stewart w. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Retailing: Principles and Practices. 7th edition. Warren G. Meyer, Peter G. Haines, and E. Edward Gregg Division of McGraw-Hill, New York, New York. 1986.

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list the principles that affect store layout.
*Objective 2: The student will discuss the two principles for effectively merchandising products in a retail store.
*Objective 3: The student will distinguish between the five types and uses of interior displays.
*Objective 4: The student will name the three types of window displays.
*Objective 5: The student will list the six principles used in creating displays.
*Objective 6: The student will distinguish between the three types of layout arrangements.
*Objective 7: The student will state the three ways to improve store secutity through layout arrangements.
Objective 8: The student will name the two major types of display classifications.
Objective 9: The student will discuss the two ways to increase cost efficiency through effective layout design.
Objective 10: The student will evaluate the effectiveness of a display. The display should be critiqued for the following:
1. Power to attract attention.
2. Merchandise visibility.
3. Timeliness.
4. Arrangement.
5. Craftsmanship.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed the principles that affect store layout.
____*2. Discussed the principles for effectively merchandising products in a retail store.
____*3. Distinguished between types and uses of interior displays.
____*4. Named the types of window displays.
____*5. Listed the principles used in creating displays.
____*6. Distinguished between types of layout arrangements.

____*7. Stated ways to improve store security through layout arrangements.
____ 8. Named the types of display classifications.
____ 9. Discussed ways to increase cost efficiency through effective layout design.
____10. Evaluated the visual effectiveness of a display.

*Indicates core/essential objectives

COURSE: Marketing Education II

Unit 5: Store Security

Objectives: Upon completion of this unit, the student will:

*1. List the primary aspects of store security.
*2. Describe ways to secure store premises to prevent burgulary.
*3. List the ways to guard the store's cash.
*4. Describe protective measures to take against robbery.
*5. Name rules to follow during a robbery.
*6. Describe ways to prevent shoplifting losses.
*7. Discuss steps to follow in apprehending a shoplifter.
*8. State the techniques of internal theft in retail stores.
9. Name the methods used by shoplifters.
10. List the signals used in detecting shoplifters by their actions.
11. Describe ways to limit internal theft.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers form retail establishments
.ilms or filmstrips available
Lab application and practice

Suggested Resources:

Primary Source for core essential objectives:

Oklahoma Bussiness Management and Ownership. (available from R/CU).

Additional Sources:

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio, 1986.

Marketing Practices and Principles, 4th edition. Ralph Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Retailing: Principles and Practices. 7th edition. Warren G. Meyer, Peter G. Haines, and E. Edward Harris Gregg Division of McGraw-Hill, New York, New York. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list the four primary aspects of store security.
*Objective 2: The student will describe eight ways to secure store premises to prevent burgulary.
*Objective 3: The student will list four ways to guard the store's cash.
*Objective 4: The student will describe the two protective measures to take against robbery.
*Objective 5: The student will name the five rules to follow during a robbery.
*Objective 6: The student will describe eight ways to prevent shoplifting losses.
*Objective 7: The student will discuss ten steps to follow in appprehending a shoplifter.
*Objective 8: The student will state four techniques of internal theft in retail stores.
Objective 9: The student will name three metrhods used by shoplifters.
Objective 10: The student will list three signals used in detecting shoplifters by their actions.
Objective 11: The student will describe three ways to to limit internal theft.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed the primary aspects of store security.
____*2. Described ways to secure store premises to prevent burgulary.
____*3. Listed the ways to guard the store's cash.
____*4. Described protective measures to take against robbery.
____*5. Named rules to follow during a robbery.
____*6. Discussed steps to follow in apprehending a shoplifter.
____*7. Discussed steps to follow in apprehending a shoplifter.
____*8. Stated the techniques of internal theft in retail stores.
____ 9. Named the methods used by shoplifters.
____10. Listed the signals used in detecting shoplifters by their actions.
____11. Described ways to limit internal theft.

*Indicates core/essential objectives

COURSE: Marketing Education II

Unit 6: Store Safety

Objectives: Upon completion fo this unit, the student will:

*1. Discuss the major concerns of a safe workplace.
*2. Name the causes of on-the-job accidents.
*3. Describe ways of creating a safe, clean retail store/workplace.
*4. List ways of protecting life and property from fire.
*5. Discuss an employer's responsibilities under OSHA.
6. Analyze work area safety conditions.
7. Solve a management case study.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers
Films and filmstrips available

Suggested Resources:

Local hospital, Red Cross agency, fire department, and health department.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will discuss three major concerns of a safe work place.
*Objective 2: The student will name four causes of on-the-job accidents.
*Objective 3: The student will describe three ways of creating a safe, clean, retail store/workplace.
*Objective 4: The student will list four ways of protecting life and property form fire.
*Objective 5: The student will discuss an employer's responsibilities under OSHA.
Objective 6: The student will analyze a work area's safety conditions with 100% accuracy.
Objective 7: The student will solve a management case study relative to the manager's responsibility during a fire with 100 % accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Discussed the major concerns of a safe workplace.
____*2. Named the causes of on-the-job accidents.
____*3. Described ways of creating a safe, clean, store/workplace.
____*4. Listed ways of protecting life and property from fire.
____*5. Discussed an employer's responsibility under OSHA.
____ 6. Analyzed work area safety conditions.
____ 7. Solved a management case study.

*Indicates core/essential objectives

COURSE: Marketing Education II

Unit 7: Trading Area and Merchandise Selection

Objectives: Upon completion of this unit, the student will:

*1. List the elements of a trading area.
*2. Name the trading area influences on merchandising activities.
*3. Distinguish among types of business locations.
*4. Discuss characteristics of a good merchandise mix.
*5. List the stages of a product cycle.
*6. Discuss ways to identify suppliers.
*7. Discuss considerations for qualifying suppliers.
8. List guides used in determining merchandise selection.
9. Discuss methods of buying merchandise for resale.
10. Describe the procedure for ordering merchandise.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from local businesses
Films and filmstrips available
Marketing research projects

Suggested Resources:

Primary Source for core/essential objectives:

Oklahoma Business Management and Ownership. (available from R/CU)

Additional Sources:

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

Marketing Practices and Principles, 4th edition. Ralph Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York 1986.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio, 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list the three elements of a trading area.
*Objective 2: The student will name four area influences on merchandising activities.
*Objective 3: The student will distinguish among four types of business locations.
*Objective 4: The student will discuss three characteristics of a a good merchandise mix.
*Objective 5: The student will list the five stages of a product cycle.
*Objective 6: The student will discuss five ways to identify suppliers.
*Objective 7: The student will discuss four considerations for qualifying suppliers.
Objective 8: The student will list six guides used in determining merchandise selection.
Objective 9: The student will discuss four methods of buying merchandise for resale.
Objective 10: The student will describe the two procedures for ordering merchandise.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed the elements of a trading area.
____*2. Named the trading area influences on merchandising activities.
____*3. Distinguished among types of business locations.
____*4. Discussed characteristics of a good merchandise mix.
____*5. Listed the stages of a product cycle.
____*6. Discussed ways to identify suppliers.
____*7. Discussed considerations for qualifying suppliers.
____ 8. Listed guides used in determining merchandise selection.
____ 9. Discussed methods of buying merchandise for resale.
____10. Described the procedure for ordering merchandise.

*Indicates core/essential objectives

COURSE: Marketing Education II

Unit 8: Merchandise Control Operations

Objectives: Upon completion of this unit, the student will:

*1. List the steps for effective merchandise control.
*2. Discuss considerations for developing a merchandise plan.
*3. List guidelines for ordering appropriate merchandise for resale.
*4. Define discounts and shipping terms.
*5. List steps in preparing merchandise for resale.
*6. Develop a merchandise plan.
7. Discuss methods of determining departmental space requirements.
8. Compute stock turnover.
9. Compute stock-sales ratio.
10. Calculate discounts and payments due.
11. Calculate prices for selected merchandise.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from local businesses
Lab application and practice
Films and filmstrips available

Suggested Resources:

Primary Source for core/essential objectives:

Oklahoma Business Management and Ownership. (available from R/CU)

Additional Sources:

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio, 1986.

MarkEd (IDECC): The Ohio State Univeresity. Columbus, Ohio.

Oklahoma Distributive Education II Course of Study. (available from R/CU)

Marketing Practices and Principles, 4th edition. Ralph Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list in order the four steps of effective merchandise control.

*Objective 2: The student will discuss the two main considerations for developing a merchandise plan.

*Objective 3: The student will list three guidelines for ordering appropriate merchandise for resale.

*Objective 4: The student will define the following discounts and shipping terms:
1. Cash discount
2. Trade discount
3. Seasonal discount
4. Promotional discount
5. Chain discount
6. E.O.M. (end of month)
7. R.O.G. (receipt of goods)
8. Extra dating
9. F.O.B. (free on board)

*Objective 5: The student will list three steps in preparing merchandise for resale.

*Objective 6: The student will deveoop a merchandise plan.

Objective 7: The student will discuss two methods of determining departmental space requirements.

Objective 8: The student will compute with 90% accuracy stock turnover problems.

Objective 9: The student will compute with 90% stock-sales ratio problems.

Objective 10: The student will calculate with 90% accuracy discounts and payments due.

Objective 11: The student will calculate with 90% accuracy prices for selected merchandise problems.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed the steps for effective merchandise control.

____*2. Discussed considerations for developing a merchandise plan.

____*3. Listed guidelines for ordering appropriate merchandise for resale.

____*4. Defined discounts and shipping terms.

____*5. Listed steps in preparing merchandise for resale.
____*6. Developed a merchandise plan.
____ 7. Discussed methods of determining departmental space requirements.
____ 8. Computed stock turnover.
____ 9. Computed stock-sales ratio.
____10. Calculated discounts and payments due.
____11. Calculated prices for selected merchandise.

*Indicates core/essential objectives

COURSE: Marketing Education II

Unit 9: Small Business Ownership

Objectives: Upon completion of this unit, the student will:

*1. List steps used in writing a plan for small business ownership.
*2. Describe services provided by the Small Business Administration.
*3. Name business activities which frequently require assistance and information.
*4. List primary factors which affect business success or failure.
*5. Distinguish between types of capital expenses incurred when starting a small business.
*6. List sources of capital used by entrepreneurs
*7. List documentation usually required by banks and the Small Business Administration to process loan requests.
*8. Identify regulations which must be considered by entrepreneurs.
9. List secondary factors which affect business success or failure.
10. Name major sources of information and assistance available to small business owners.
11. Distinguish among various types of taxes levied upon businesses.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discusion
Guest speakers from local businesses and the Small Business Administration
Films and filmstrips available

Suggested Resources:

Primary Source for core/essential objectives:

Oklahoma Business Management and Ownership. (available from R/CU)

Additional Sources:

Marketing Practices and Principles, 4th edition. Ralph Mason, Patricia M. Rath, and Stewart W. Husted, Gregg Division of McGraw-Hill, New York, New York. 1986.

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list in order the seven steps used in writing a plan for small business.

*Objective 2: The student will describe three services provided by the Small Business Administration.

*Objective 3: The student will name three business activities which friquently require assistance and information.

*Objective 4: The student will list five factors which affect business success or failure.

*Objective 5: The student will distinguish between the two types of capital expenses incurred when starting a small business.

*Objective 6: The student will list three sources of capital used by entrepreneurs.

*Objective 7: The student will list the four areas of documentation usually required by banks and the Small Business Administration to process loan requests.

*Objective 8: The student will identify four types of regulations which must be considered by entrepreneurs.

Objective 9: The student will list three secondary motives which affect business success or failure.

Objective 10: The student will name six sources of information and assistance available to small business owners.

Objective 11: The student will distinguish between the three types of taxes levied upon businesses

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed steps used in writing a plan for small business ownership.

____*2. Described services provided by the Small Business Administration.

____*3. Named business activities which frequently require assistance and information.

____*4. Listed primary factors which affect business success or failure.

____*5. Distinguished between types of capital expenses incurred when starting a small business.

____*6. Listed sources of capital used by entrepreneurs
____*7. Listed documentation usually required by banks and the Small Business Administration to process loan requests.
____*8. Identified regulations which must be considered by entrepreneurs.
____ 9. Listed secondary factors which affect business success or failure.
____10. Named major sources of information and assistance available to small business owners.
____11. Distinguished among various types of taxes levied upon businesses.

*Indicates core/essential objectives

COURSE: Marketing Education II

Unit 10: Promoting A Small Business

Objectives: Upon completion of this unit, the student will:

*1. List activities used in promoting a small business.
*2. Name steps of the selling process.
*3. Identify reasons businesses spend money on advertising and sales promotions.
*4. List steps used in planning advertising and sales promotions.
*5. List types of advertising media available.
*6. Identify factors to be considered when deteremining advertising budgets.
*7. Discuss common methods of distributing advertising dollars.
*8. List sales promotions activities used by small businesses.
9. Identify common methods used to determine an advertising budget.
10. Identify types of public relations activities used by small businesses.
11. State the principles of visual merchandising.
12. Write a publicity release.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from local businesses
Films and filmstrips
Lab application and practice

Suggested Resources:

Primary Source for core/essential objectives:

Oklahoma Business Management and Ownership. (available from R/CU).

Additional Sources:

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio, 1986.

MarkEd (IDECC): The Ohio State University. Columbus, Ohio.

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Oklahoma Distributive Education II Course of Study. (available from R/CU)

Marketing Practices and Principles, 4th edition. Ralph Mason, Patricia M. Rath, and Stewart W. Husted, Gregg Division of McGraw-Hill, New York, New York. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list four activities used in promoting a small business.

*Objective 2: The student will name the eight steps in the selling process.

*Objective 3: The student identify three reasons businesses spend money on advertising and sales promotions.

*Objective 4: The student will list six steps used in planning advertising and sales promotions.

*Objective 5: The student will list six types of advertising media available.

*Objective 6: The student will identify four factors to be considered when determining advertising budgets.

*Objective 7: The student will discuss three common techniques of distributing advertising dollars.

*Objective 8: The student will list six sales promotion activities used by small businesses.

Objective 9: The student will identify three common methods used to determine an advertising budget.

Objective 10: The student will identify four types of public relations activities used by small businesses.

Objective 11: The student will state five principles of visual merchandising.

Objective 12: The student will write a publicity release which includes the following items:

1. Name and address of sponsor.
2. Release date of the advertisement.
3. Lead paragraph telling who, what, when, where, and why.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed activities used in promoting a small business.
____*2. Named steps of the selling process.
____*3. Identified reasons businesses spend money on advertising and sales promotions.
____*4. Listed steps used in planning advertising and sales promotions.
____*5. Listed types of advertising media available.
____*6. Identified factors to be considered when determining advertising budgets.
____*7. Discussed common methods of distributing advertising dollars.
____*8. Listed sales promotions activities used by small businesses.
____ 9. Identified common methods used to determine an advertising budget.
____10. Identified types of public relations activities used by small businesses.
____11. Stated the principles of visual merchandising.
____12. Wrote a publicity release.

*Indicates core/essential objectives

FASHION MERCHANDISING

COURSE OUTLINE

FASHION MERCHANDISING

| Unit No. | Unit Title |
|---|---|
| 1 | Orientation |
| 2 | The Movement of Fashion |
| 3 | Fashion Promotion Through Display |
| 4 | Fashion Promotion |
| 5 | Selling Fashion Apparel |
| 6 | Fabrics and Textiles |
| 7 | The Buyer and Fashion Buying |
| 8 | Employment in Retailing |
| 9 | Merchandising Mathematics |
| 10 | Fashion Show |

COURSE: Fashion Merchandising

Unit 1: Orientation

Objectives: Upon completion of this unit, the student will:

*1. Identify objectives of Marketing Education.
*2. Explain the leadership opportunities offered through membership in DECA.
*3. Explain the purpose of competitive activities and chapter awards.
*4. Associate fashion terms with fashion illustrations.
*5. Discuss the principles of fashion.
*6. Associate names with illustrations of popular styles from early Egyptians through popular styles today.
7. Discuss the relationship of art and fashion.
*8. Explain environmental influences that make and change fashion.
*9. Name and associate fashion leaders and styles worn by each from early Egyptians through today.
*10. Compile a notebook of pictures showing styles worn from 1960's-1980's.
11. Discuss reasons for business success in fashion merchandising.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Illustration
Guest speakers from retail establishments
Films, videos or filmstrips available
Lab application and practice

Suggested Resources:

Primary source for core/essential objectives:

Fashion Fundamentals. Alice S. Ashburn. Extension Instruction and Materials Center, The University of Texas at Austin. Austin, Texas 78713-7218. 1984.

Additional Sources:

Handbook for DECA Chapters, 9th edition. DECA Related Materials Services, Reston, Virginia. 1981.

Leadership Development, 2nd edition. George Shinn. Gregg/McGraw Hill, Manchester, Missouri 63011. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 3 objectives of Marketing Education.
*Objective 2: The student will explain the leadership opportunities offered through membership in DECA.
*Objective 3: The student will explain the purpose of competitive activities and chapter awards.
*Objective 4: The student will associate fashion terms with fashion illustrations.
*Objective 5: The student will discuss the 5 principles of fashion.
*Objective 6: The student will associate names with illustrations of popular styles from early Egyptians through today.
Objective 7: The student will describe the relationship of art and fashion.
*Objective 8: The student will explain 3 environmental influences that make and change fashion.
*Objective 9: The student will name and associate fashion leaders and styles worn by each from early Egyptians through today with 90% accuracy.
*Objective 10: The student will compile a notebook of pictures showing styles worn from 1960's-1980's.
Objective 11: The student will discuss 3 reasons for business success in fashion merchandising.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____ *1. Identified objectives of Marketing Education.
_____ *2. Explained the leadership opportunities offered through membership in DECA.
_____ *3. Explained the purpose of competitive activities and chapter awards.
_____ *4. Associated fashion terms with fashion illustrations.
_____ *5. Discussed the five principles of fashion.
_____ *6. Associated names with illustrations of popular styles from early Egyptians through popular styles today.
_____ 7. Discussed the relationship of art and fashion.
_____ *8. Explained environmental influences that make and change fashion.
_____ *9. Named and associated fashion leaders and styles worn by each from early Egyptians through today.
_____ *10. Compiled a notebook of pictures showing styles worn from 1960's-1980's.
_____ 11. Discussed reasons for business success in fashion merchandising.

*Indicates core/essential objectives

COURSE: Fashion Merchandising

Unit 2: The Movement of Fashion

Objectives: Upon completion of this unit, the student will:

*1. Describe the roles of designers, textile producers, apparel manufacturers, retailers and customers in the making of fashion.
*2. Name the steps in the fashion cycle.
*3. Describe ways to determine fashion trends.
4. Discuss the variations in the fashion cycle.
*5. Name the fashion theories.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Projects
Individual study
Guest speakers
Films, videos and filmstrips available
Lab application and practice

Suggested Resources:

Primary source for core/essential objectives:

Fashion Fundamentals. Alice S. Ashburn. Extension Instruction and Materials Center, The University of Texas at Austin. Austin, Texas 78713-7218. 1984.

Additional Sources:

Fashion Merchandising. Mary D. Troxell and Beatrice Judelle. Gregg Division of McGraw Hill, New York, New York.

Guide to Fashion Merchandise Knowledge, Vol. I. Ruth Tolman. MPC Educational Publishers, Bronx, New York 10467-5394.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe the roles of designers, textile producers, apparel manufacturers, retailers and customers in the making of fashion.
*Objective 2: The student will name the five steps in the fashion cycle.
*Objective 3: The student will describe ways to determine fashion trends.

Objective 4: The student will create 5 original designs and frame them for display.
Objective 5: The student will discuss the variations in the fashion cycle.
Objective 6: The student will name 3 fashion theories.
Objective 7: The student will identify the outcomes of 3 fashion theories.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Described the roles of designers, textile producers, apparel manufacturers, retailers and customers in the making of fashion.
_____*2. Named the 5 steps of the fashion cycle.
_____*3. Described ways to determine fashion trends.
_____ 4. Created original designs and framed them for display.
_____ 5. Discussed the variations in the fashion cycle.
_____ 6. Named the fashion theories.
_____ 7. Identified the outcomes of the fashion theories.

*Indicates core/essential objectives

COURSE: Fashion Merchandising

Unit 3: Fashion Promotion Through Display

Objectives: Upon completion of this unit, the student will:

*1. Describe formal and informal displays.
*2. Name and explain design principles.
*3. Classify basic display arrangements.
*4. Plan and build a display.
*5. Analyze color combinations of the color wheel.
*6. Give examples of uses of fixtures in fashion display.
7. Dress a mannequin.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers
Lab application and practice
Films, videos and filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Retailing: Principles and Practices, 7th edition. Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Gregg Division of McGraw-Hill, New York, New York. 1982.

Additional Sources:

Fashion Fundamentals. Alice S. Ashburn. Extension Instruction and Materials Center, The University of Texas at Austin. Austin, Texas 78713-7218. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe formal and informal displays.
*Objective 2: The student will name and explain design principles.
*Objective 3: The student will classify basic display arrangements.
*Objective 4: The student will plan and build a display arrangement that meets the following criteria:
1. attracts attention
2. is well arranged
3. is clean
4. is timely
5. has selling power
6. utilizes good lighting
7. shows technical excellence.

*Objective 5: The student will analyze color combinations of the color wheel with 100% accuracy.

*Objective 6: The student will give 2 examples of uses of fixtures in fashion display.

Objective 7: The student will dress a mannequin for appropriate use in a display.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____ *1 Described formal and informal displays.
_____ *2. Named and explained the design principles.
_____ *3. Classified basic display arrangements.
_____ *4. Planned and built a display arrangement.
_____ *5. Analyzed color combinations of the color wheel.
_____ *6. Gave examples of uses of fixtures in fashion display.
_____ 7. Dressed a mannequin.

*Indicates core/essential objectives

COURSE: Fashion Merchandising

Unit 4: Fashion Promotion

Objectives: Upon completion of this unit, the student will:

*1. Identify appropriate times and products to advertise.
*2. Identify goals of advertising.
*3. Explain advantages and disadvantages of major types of media.
*4. Identify the major parts of an ad layout.
*5. Prepare an ad layout.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers
Lab application and practice
Films, videos and filmstrips available

Suggested Resources:

Primary Source: Retailing: Principles and Practices, 7th edition. Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Gregg Division of McGraw-Hill, New York, New York. 1982.

Additional Sources:

Fashion Fundamentals. Alice S. Ashburn. Extension Instruction and Materials Center, The University of Texas at Austin. Austin, Texas 78713-7218. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: Given a list of fashion merchandising products, the student will identify appropriate times and products to advertise.
*Objective 2: The student will identify 3 goals of advertising.
*Objective 3: The student will explain 2 advantages and 2 disadvantages of major types of media.
*Objective 4: The student will identify the major parts of an ad layout.
*Objective 5: The student will prepare an ad layout that meets the following criteria:
1. attracts attention
2. is well arranged and balanced
3. reads easily
4. sells customer benefits
5. contains all necessary information
6. uses white space properly

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____ *1. Identified appropriate times and products to advertise.
_____ *2. Identified goals of advertising.
_____ *3. Explained advantages and disadvantages of major types of media.
_____ *4. Identified the major parts of an ad layout.
_____ *5. Prepared an ad layout.

*Indicates core/essential objectives

COURSE: Fashion Merchandising

Unit 5: Selling Fashion Apparel

Objectives: Upon completion of this unit, the student will:

*1. Name and describe the steps in a sale.
*2. Recognize size ranges and proper garment selection for different figure types.
*3. Recognize apparel terms associated with a selling situation.
*4. Identify buying motives.
*5. Identify sources of product information.
*6. Accessorize an outfit.
7. Give examples of how changing accessories changes an outfit.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Role playing
Films, videos, or filmstrips available
Lab application and practice

Suggested Resources:

Primary source for core/essential objectives:

Guide to Fashion Merchandise Knowledge, Vol. I. Ruth Tolman. MPC Educational Publishers, Bronx, New York 10467-5394.

Additional Sources:

Fashion Fundamentals. Alice S. Ashburn. Extension Instruction and Materials Center, The University of Texas at Austin. Austin, Texas 78713-7218. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name and describe the steps in a sale of fashion apparel.
*Objective 2: The student will recognize size ranges and proper garment selection for 3 different figure types.
*Objective 3: The student will recognize 6 apparel terms associated with a selling situation.
*Objective 4: The student will identify 3 buying motives when given case problems.
*Objective 5: The student will identify 4 sources of product information for a given fashion product.
*Objective 6: The student will accessorize an outfit in accordance with accepted principles of fashion.

Objective 7: The student will give 3 examples of how changing accessories changes an outfit.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____ *1. Named and described the steps in a sale.
_____ *2. Recognized size ranges and proper garment selection for different figure types.
_____ *3. Recognized apparel terms associated with a selling situation.
_____ *4. Identified buying motives.
_____ *5. Identified sources of product information.
_____ *6. Accessorized an outfit.
_____ 7. Gave examples of how changing accessories changes an outfit.

*Indicates core/essential objectives

COURSE: Fashion Merchandising

Unit 6: Fabrics and Textiles

Objectives: Upon completion of this unit, the student will:

*1. Name the broad groups of fibers.
*2. Define the broad groups of fibers.
*3. Distinguish between different fibers.
*4. Describe care of different fibers.
*5. Demonstrate the basic weaves.
*6. Discuss reasons for textile finishes used in fabrics today.
*7. Identify common fabrics in fashion today.

*Indicates core/essential objectives

Suggested Instructional Practices:

Illustrated lecture and discussion
Lab practice and application
Guest speakers from retail establishments
Films, videos, or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Retailing: Principles and Practices, 7th edition. Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Gregg Division of McGraw-Hill, New York, New York. 1982.

Fashion Fundamentals. Alice S. Ashburn. Extension Instruction and Materials Center, The University of Texas at Austin. Austin, TX 78713-7218. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name 2 broad groups of fibers.
*Objective 2: The student will define 2 broad groups of fibers.
*Objective 3: The student will distinguish between different fibers with 100% accuracy.
*Objective 4: The student will describe care of different fibers with 100% accuracy.
*Objective 5: The student will demonstrate plain, twill and satin weaves using construction paper.
*Objective 6: The student will discuss 3 reasons for textile finishes used in fabrics today.
Objective 7: The student will identify the 3 most common fabrics in fashion today.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Named the broad groups of fibers.
_____*2. Defined the broad groups of fibers.
_____*3. Distinguished between different fibers.
_____*4. Described care of different fibers.
_____*5. Demonstrated the basic weaves.
_____*6. Discussed reasons for textile finishes used in fabrics today.
_____*7. Identified common fabrics in fashion today.

*Indicates core/essential objectives

COURSE: Fashion Merchandising

Unit 7: The Buyer and Fashion Buying

Objectives: Upon completion of this unit, the student will:

*1. Identify the duties of a fashion buyer.
*2. Identify major domestic market cities.
3. Identify major foreign market cities.
*4. Identify market terminology.
*5. Describe rules of going to market.
6. Discuss the difference in buying for a small store as opposed to a large store.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers
Films, videos and filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Fashion Fundamentals. Alice S. Ashburn. Extension Instruction and Materials Center, The University of Texas at Austin. Austin, Texas 78713-7218. 1984.

Additional Sources:

Guide to Fashion Merchandise Knowledge, Vol. I. Ruth Tolman. MPC Educational Publishers, Bronx, New York 10467-5394.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name and describe 3 duties of a buyer in fashion merchandising.
*Objective 2: The student will identify 3 major domestic market cities.
Objective 3: The student will identify 3 major foreign market cities.
*Objective 4: The student will correctly identify 6 market terms.
*Objective 5: The student will describe 6 rules of going to market.
*Objective 6: The student will discuss 4 differences in buying for a small store as opposed to a large store.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Identified the duties of a fashion buyer.
_____*2. Identified major domestic market cities.
_____ 3. Identified major foreign market cities.
_____*4. Identified market terminology.
_____*5. Described rules of going to market.
_____ 6. Discussed the difference in buying for a small store as opposed to a large store.

*Indicates core/essential objectives

COURSE: Fashion Merchandising

Unit 8: Employment in Retailing

Objectives: Upon completion of this unit, the student will:

*1. Name and describe broad areas of retailing.
*2. Prepare a resume'.
*3. Write a letter of application and a follow-up letter.
*4. Participate in a job interview.
5. Identify advantages and disadvantages of each form of business ownership.
*6. Identify laws affecting product labeling.
*7. Identify laws affecting fashion products.
*8. Identify sources of jobs in the fashion industry.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Role playing
Practical application
Guest speakers from employment agencies or personnel offices
Films, videos or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Retailing: Principles and Practices, 7th edition. Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Gregg Division of McGraw-Hill, New York, New York. 1982.

Additional Sources:

Fashion Fundamentals. Alice S. Ashburn. Extension Instruction and Materials Center, The University of Texas at Austin. Austin, Texas 78713-7218. 1984.

Jeffrey's Department Store. Koeringer Hephner, Gregg Division of McGraw Hill, New York, New York. 1978.

Oklahoma Distributive Education II Course of Study (available from the R/CU)

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name and describe 3 broad areas of retailing.
*Objective 2: The student will prepare a resume' that meets the following criteria:
1. organized by categories

2. neat overall appearance
3. appropriate and accurate information supplied
4. written in pen or typed
5. appropriate references listed

*Objective 3: The student will write letters of application and follow-up that meet the following criteria:
1. form and appearance conform to standards
2. proper information is contained in each
3. original approach
4. proper closing

*Objective 4: The student will achieve a 70 percent rating in a mock interview based on the following criteria:
1. grooming (to include appropriate footwear)
2. promptness
3. knew facts about company
4. introduced him/herself properly
5. manners
6. asked appropriate questions
7. gave appropriate answers
8. correct grammar
9. closed interview properly
10. poise

Objective 5: The student will identify an advantage and disadvantage of each form of business ownership.

*Objective 6: The student will identify 2 laws affecting product labeling.

*Objective 7: The student will identify 2 laws affecting fashion products.

*Objective 8: The student will identify 3 sources of jobs in the fashion industry.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Named and described broad areas of retailing.
_____*2. Prepared a resume'.
_____*3. Wrote a letter of application and a follow-up letter.
_____*4. Participated in a job interview.
_____ 5. Identified advantages and disadvantages of each form of business ownership.
_____*6. Identified laws affecting product labeling.
_____*7. Identified laws affecting fashion products.
_____*8. Identified sources of jobs in the fashion industry.

*Indicates core/essential objectives

COURSE: Fashion Merchandising

Unit 9: Merchandising Mathematics

Objectives: Upon completion of this unit, the student will:

*1. Operate the cash register.
*2. Complete sales checks.
*3. Compute sales tax.
*4. Compute prices using a pricing formula.
5. Compute stockturn.
*6. Complete a purchase order.
*7. Define shipping terms associated with invoices.
8. Divide orders into different percentages of size ranges.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Practical application through worksheets and lab work
Films, videos, or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Apparel and Accessories. Marilyn Mathisen. Gregg Division of McGraw-Hill, New York, New York. 1979.

Additional Sources:

Marketing Math, 2nd edition. Stull. South-Western Publishing Company, Cincinnati, Ohio. 1985.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will operate the cash register with 100% accuracy.
*Objective 2: The student will complete sales checks with 95% accuracy.
*Objective 3: The student will compute sales tax with 95% accuracy.
*Objective 4: The student will compute prices using a pricing formula with 100% accuracy.
Objective 5: The student will compute stockturn with 100% accuracy.
*Objective 6: The student will complete a purchase order with no errors.
*Objective 7: The student will define 6 shipping terms associated with invoices.
Objective 8: The student will divide orders into different percentages of size ranges with no errors.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Operated the cash register.
_____*2. Completed sales checks.
_____*3. Computed sales tax.
_____*4. Computed prices using a pricing formula.
_____ 5. Computed stockturn.
_____*6. Completed a purchase order.
_____*7. Defined shipping terms associated with invoices.
_____ 8. Divided orders into different percentages of size ranges.

*Indicates core/essential objectives

COURSE: Fashion Merchandising

Unit 10: Fashion Show

Objectives: Upon completion of this unit, the student will:

*1. Identify types of fashion shows.
*2. List steps in planning a fashion show.
3. Prepare commentary for a fashion show.
4. Draw a floor plan for a fashion show.
5. Prepare advertising for a fashion show.
6. Perform a fashion show for the public.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers
Films, videos and filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Fashion Fundamentals. Alice S. Ashburn. Extension Instruction and Materials Center, The University of Texas at Austin. Austin, Texas 78713-7218. 1984.

Additional Sources:

Guide to Fashion Merchandise Knowledge, Vol. I. Ruth Tolman. MPC Educational Publishers, Bronx, New York 10467-5394.

Fashion Coordination. Bobbs-Merrill Publishing Company.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify types of fashion shows with 100% accuracy.
*Objective 2: The student will list 4 steps in planning a fashion show.
Objective 3: The student will prepare appropriate and usable commentary for a fashion show.
Objective 4: The student will draw an acceptable floor plan for a fashion show .
Objective 5: The student will prepare a radio, television and newspaper advertisement for a fashion show.
Objective 6: The student will participate in performing a fashion show for the public.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Identified types of fashion shows.
_____*2. Listed steps in planning a fashion show.
_____ 3. Prepared commentary for a fashion show.
_____ 4. Drew a floor plan for a fashion show.
_____ 5. Prepared advertising for a fashion show.
_____ 6. Performed a fashion show for the public.

*Indicates core/essential objectives

MARKETING COOPERATIVE EDUCATION I

COURSE OUTLINE

MARKETING COOPERATIVE EDUCATION I

| Unit No. | Unit Title |
|---|---|
| 1 | Orientation |
| 2 | DECA |
| 3 | Economics and Marketing |
| 4 | Display |
| 5 | Promotion |
| 6 | Marketing Math |
| 7 | Income Tax |
| 8 | Human Resource Development |
| 9 | Safety |
| 10 | Job Attainment |
| 11 | Management of Self and Resources |

COURSE: Marketing Cooperative Education I

Unit I: Orientation

Objectives: Upon completion of this unit, the student will:

*1. Identify individual gains from Marketing Education.
*2. Be aware of the grading criteria for cooperative education.
*3. Identify ways to improve relationships with other people.
*4. List characteristics of a good employee.
*5. Describe rules and regulations of cooperative programs.
*6. Name adjustments that students must make upon enrolling in Marketing Cooperative Education.
*7. List things students can expect during their first week on the job.
*8. Explain the process of quitting a cooperative education job.
*9. Describe proper grooming and dress for work.
*10. List rules for telephone use in business.
11. Describe the effect of shoplifting and employee theft on a business.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from cooperative education training stations or previous students who have been successful in the world of work
Films or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Oklahoma Distributive Education II Course of Study (available from the R/CU)

Additional Sources:

General Marketing Curriculum for Marketing and D.E. I Programs, 2nd edition. Robert E. Luter. Extension Instruction and Materials Center, University of Texas at Austin, Texas. 1984. Instructor's Guide and Student Activity Guide.

Locally prepared forms and materials

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Succeeding in the World of Work. Grady Kimbrell and Ben Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 3 advantages of enrollment in Marketing Education.
*Objective 2: The student will explain the grading criteria of the cooperative program.
*Objective 3: The student will name 3 ways to get along better with co-workers, supervisors, and customers.
*Objective 4: The student will list 5 characteristics of a good employee.
*Objective 5: The student will explain the major work rules associated with cooperative education.
*Objective 6: The student will name 3 adjustments that students must make upon enrolling in Marketing Cooperative Education.
*Objective 7: The student will list 3 things students can expect during their first week on the job.
*Objective 8: The student will explain the process of quitting a cooperative education job according to the school rules.
*Objective 9: The student will describe proper grooming and dress for work.
*Objective 10: The student will list 4 rules for telephone use in business.
Objective 11: The student will accurately describe 3 effects of shoplifting and employee theft on a business.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Identified individual gains from Marketing Education.
_____*2. Explained the grading criteria of the cooperative program.
_____*3. Identified ways to improve relationships with other people.
_____*4. Listed characteristics of a good employee.
_____*5. Described rules and regulations of cooperative programs.
_____*6. Named adjustments that students must make upon enrolling in Marketing Cooperative Education.
_____*7. Listed things students can expect during their first week on the job.
_____*8. Explained the process of quitting a cooperative education job.
_____*9. Described proper grooming and dress for work.
_____*10. Listed rules for telephone use in business.
_____11. Described the effect of shoplifting and employee theft on a business.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education I

Unit 2: DECA

Objectives: Upon completion of this unit, the student will:

*1. Explain the leadership opportunities offered through membership in DECA.
*2. Explain the purpose of competitive activities and chapter awards.
3. Identify the characteristics of a good DECA chapter meeting.
*4. Describe how a motion is introduced according to parliamentary procedure.
*5. Identify common motions in parliamentary procedure.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from civic organizations
Previous chapter officers
Films or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Handbook for DECA Chapters, 9th edition. DECA Related Materials Services, Reston, Virginia. 1981.

Additional Sources:

Leadership Development, 2nd edition. George Shinn. Gregg/McGraw Hill, Manchester, Missouri 63011. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will explain 3 leadership opportunities offered through membership in DECA.
*Objective 2: The student will explain the purpose of competitive activities and chapter awards with 80% accuracy.
Objective 3: The student will identify the characteristics of a good DECA chapter meeting with 100% accuracy.
*Objective 4: The student will introduce a motion according to parliamentary procedure.
*Objective 5: The student will identify common motions in parliamentary procedure with 90% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Explained the leadership opportunities offered through membership in DECA.
_____*2. Explained the purpose of competitive activities and chapter awards.
_____ 3. Identified the characteristics of a good DECA chapter meeting.
_____*4. Introduced a motion according to parliamentary procedure.
_____*5. Identified common motions in parliamentary procedure.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education I

Unit 3: Economics and Marketing

Objectives: Upon completion of this unit, the student will:

*1. Define marketing.
*2. Define economics.
*3. Identify the role of goods and services in marketing.
*4. Identify the marketing functions.
*5. Explain how utility adds value to a product.
*6. Explain the law of supply and demand.
*7. Identify the channels of distribution.
*8. Explain the function of labor unions in the economy.
*9. Explain the concepts of private enterprise and entrepreneurship.
*10. Identify economic resources.
*11. Describe the role of profit in business.
12. Explain government and business interaction.
13. Identify the meaning of gross national product.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Role playing
Individual study
Films, videos, or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

MarkEd (IDECC): The Ohio State University, Columbus, Ohio 43212-3393.

Additional Sources:

General Marketing Curriculum for Marketing and D.E. I Programs, 2nd edition. Robert E. Luter. Extension Instruction and Materials Center, University of Texas at Austin, Texas. 1984. Instructor's Guide and Student Activity Guide.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Marketing Practices and Principles, 4th edition. Ralph E. Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define marketing.
*Objective 2: The student will define economics.
*Objective 3: The student will identify the role of goods and services in marketing.
*Objective 4: The student will list 3 marketing functions.
*Objective 5: The student will explain how utility adds value to a product.
*Objective 6: The student will explain how the law of supply and demand works.
*Objective 7: The student will name 4 channels of distribution.
*Objective 8: The student will explain how labor unions effect the economy.
*Objective 9: The student will explain the concepts of private enterprise and entrepreneurship.
*Objective 10: The student will identify 3 economic resources.
*Objective 11: The student will describe the role of profit in business.
Objective 12: The student will explain 2 ways that government and business interact.
Objective 13: The student will identify the meaning of gross national product with 90% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Defined marketing.
_____*2. Defined economics.
_____*3. Identified the role of goods and services in marketing.
_____*4. Identified the marketing functions.
_____*5. Explained how utility adds value to a product.
_____*6. Explained the law of supply and demand.
_____*7. Identified the channels of distribution.
_____*8. Explained the function of labor unions in the economy.
_____*9. Explained the concepts of private enterprise and entrepreneurship.
_____*10. Identified economic resources.
_____*11. Described the role of profit in business.
_____12. Explained government and business interaction.
_____13. Identified the meaning of gross national product.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education I

Unit 4: Display

Objectives: Upon completion of this unit, the student will:

1. Identify purposes of display.
2. Name classifications of display.
3. Draw basic display arrangements.

Suggested Instructional Procedures:

Lecture and discussion
Role playing
Individual study
Films, videos, or filmstrips available
Guest speakers from local retail establishments

Suggested Resources:

Primary Source: Oklahoma Distributive Education II Course of Study (available from the R/CU)

Additional Sources:

General Marketing Curriculum for Marketing and D.E. I Programs, 2nd edition. Robert E. Luter. Extension Instruction and Materials Center, University of Texas at Austin, Texas. 1984. Instructor's Guide and Student Activity Guide.

MarkEd (IDECC): The Ohio State University, Columbus, Ohio 43212-3393.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Marketing Practices and Principles, 4th edition. Ralph E. Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Selling: Helping Customers Buy. Roger Ditzenberger and John Kidney. South-Western Publishing Company, Cincinnati, Ohio. 1981.

Visual Merchandising: Planning and Techniques, 2nd edition. Samson and Little. South-Western Publishing Company, Cincinnati, Ohio. 1985.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will identify 3 purposes of display.
Objective 2: The student will name 2 classifications of display.
Objective 3: The student will draw 3 basic display arrangements.

Performance Record: Place a check by each objective the student achieved:

_____ 1. Identified purposes of display.
_____ 2. Named classifications of display.
_____ 3. Drew basic display arrangements.

COURSE: Marketing Cooperative Education I

Unit 5: Promotion

Objectives: Upon completion of this unit, the student will:

*1. Name the steps in selling.
*2. Make a sales demonstration.
*3. Identify sources of product information.
*4. Describe how to determine customer needs.
*5. Define trading up.
*6. Identify common duties of a salesperson other than selling.
*7. Define promotion.
*8. Identify elements of the promotional mix.
*9. Identify advantages and disadvantages of major types of advertising media.
10. Identify when to advertise various products.
11. Prepare an advertising layout.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Role playing
Practical application
Guest speakers from retail establishments
Films, videos, or filmstrips available
Projects requiring creation of a display and an advertising layout

Suggested Resources:

Primary Source: Oklahoma Distributive Education II Course of Study (available from the R/CU)

Additional Sources:

General Marketing Curriculum for Marketing and D.E. I Programs, 2nd edition. Robert E. Luter. Extension Instruction and Materials Center, University of Texas at Austin, Texas. 1984. Instructor's Guide and Student Activity Guide.

MarkEd (IDECC): The Ohio State University, Columbus, Ohio 43212-3393.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Marketing Practices and Principles, 4th edition. Ralph E. Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Selling: Helping Customers Buy. Roger Ditzenberger and John Kidney. South-Western Publishing Company, Cincinnati, Ohio. 1981.

Visual Merchandising: Planning and Techniques, 2nd edition. Samson and Little. South-Western Publishing Company, Cincinnati, Ohio. 1985.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name the steps in selling.
*Objective 2: The student will make a sales presentation that meets the following criteria:
1. merchandise was shown appropriately
2. explanations were concise and showed benefit to the customer
3. price was discussed positively
4. the customer was involved in the presentation
*Objective 3: The student will identify 3 sources of product information.
*Objective 4: The student will describe how to determine customer needs with 80% accuracy.
*Objective 5: The student will correctly define trading up.
*Objective 6: The student will identify 4 common duties of a salesperson other than selling.
*Objective 7: The student will define promotion.
*Objective 8: The student will identify the elements of the promotional mix.
*Objective 9: The student will identify advantages and disadvantages of 3 types of advertising media.
Objective 10: The student will identify when to advertise various products in case problems with 80% accuracy.
Objective 11: The student will prepare an advertising layout that rates 70% or better on a previously prepared evaluation instrument.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Named the steps in selling.
_____*2. Made a sales demonstration.
_____*3. Identified sources of product information.
_____*4. Described how to determine customer needs.
_____*5. Defined trading up.
_____*6. Identified common duties of a salesperson other than selling.
_____*7. Defined promotion.
_____*8. Identified elements of the promotional mix.
_____*9. Identified advantages and disadvantages of major types of advertising media.
_____10. Identified when to advertise various products.
_____11. Prepared an advertising layout.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education I

Unit 6: Marketing Math

Objectives: Upon completion of this unit, the student will:

*1. Prepare a purchase order.
*2. Prepare an invoice.
*3. Compute markup using basic formulas.
*4. Open cash register and verify change fund.
*5. Complete a sales slip.
*6. Complete a charge sales slip.
*7. Compute sales tax.
*8. Make change.
*9. Explain physical and perpetual inventory.
10. Compute stock turnover.
11. Explain how income and loss are determined in marketing.
*12. Compute earnings.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Demonstration
Practical application
Individual practice

Suggested Resources:

Primary source for core/essential objectives:

Marketing Math, 2nd edition. Stull. South-Western Publishing Company, Cincinnati, Ohio. 1985.

Additional Sources:

General Marketing Curriculum for Marketing and D.E. I Programs, 2nd edition. Robert E. Luter. Extension Instruction and Materials Center, University of Texas at Austin, Texas. 1984. Instructor's Guide and Student Activity Guide.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will complete a purchase order with no errors.
*Objective 2: The student will complete an invoice for a case problem with no errors.
*Objective 3: The student will figure markup using a basic formula 3 times out of 4.

*Objective 4: The student will open the cash register and verify the change fund without error.

*Objective 5: The student will complete a sales slip correctly 4 times out of 5.

*Objective 6: The student will complete a charge slip correctly 4 times out of 5.

*Objective 7: The student will compute sales tax correctly 4 times out of 5.

*Objective 8: The student will make change correctly 4 times out of 5.

*Objective 9: The student will explain the difference in physical and perpetual inventory without error.

Objective 10: The student will compute stock turnover with 90% accuracy.

Objective 11: The student will explain how income and loss are determined in marketing businesses with 90% accuracy.

*Objective 12: The student will compute earnings on an hourly and weekly basis with 90% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____ *1. Prepared a purchase order.
_____ *2. Prepared an invoice.
_____ *3. Computed markup using basic formulas.
_____ *4. Opened cash register and verified change fund.
_____ *5. Completed a sales slip.
_____ *6. Completed a charge sales slip.
_____ *7. Computed sales tax.
_____ *8. Made change.
_____ *9. Explained physical and perpetual inventory.
_____ 10. Computed stock turnover.
_____ 11. Explained how income and loss are determined in marketing.
_____ *12. Computed earnings.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education I

Unit 7: Income Tax

Objectives: Upon completion of this unit, the student will:

1. Name reasons for taxation.
*2. Complete a short income tax form.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Demonstration
Practical application
Individual practice
Guest speakers

Suggested Resources:

Primary Source: Materials provided by the Internal Revenue Service

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will name 3 reasons for taxation.
*Objective 2: The student will complete a short income tax form without error.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____ 1. Named reasons for taxation.
_____ *2. Completed a short income tax form.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education I

Unit 8: Human Resource Development

Objectives: Upon completion of this unit, the student will:

*1. Understand the relationship of self understanding and succeeding at work.
*2. Explain the importance of positive working relationships.
*3. Identify the relationship of attitude and job success.
*4. Describe proper personal appearance on the individual's job.
*5. Describe ways to best serve customers.
*6. Describe the steps in goal setting.
*7. Identify the importance of responsibility and job success.
*8. Describe ways to improve individual personality.
9. Explain the effect of self esteem on personality.
*10. Relate initiative to the progress of the cooperative education student.
11. Identify ways to demonstrate creativity on the job.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Practical application
Individual study
Films, videos and filmstrips available
Guest speakers

Suggested Resources:

Primary source for core/essential objectives:

Oklahoma Distributive Education II Course of Study (available from the R/CU)

Additional Sources:

General Marketing Curriculum for Marketing and D.E. I Programs, 2nd edition. Robert E. Luter. Extension Instruction and Materials Center, University of Texas at Austin, Texas. 1984. Instructor's Guide and Student Activity Guide.

Human Relations at Work, 2nd edition. Steven Eggland and John Williams. South-Western Publishing Company, Cincinnati, Ohio. 1981.

MarkEd (IDECC): The Ohio State University, Columbus, Ohio 43212-3393.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Succeeding in the World of Work. Grady Kimbrell and Ben S. Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe the relationship of self understanding and succeeding at work with 90% accuracy.
*Objective 2: The student will explain the importance of positive working relationships with no errors.
*Objective 3: The student will explain the relationship of attitude and job success with no errors.
*Objective 4: The student will describe proper personal appearance on the individual's job with 90% accuracy.
*Objective 5: The student will describe ways to best serve customers in his/her training station with 90% accuracy.
*Objective 6: The student will name the steps in goal setting with 90% accuracy.
*Objective 7: The student will identify 3 ways that responsibility contributes to job success.
*Objective 8: The student will identify 2 ways that feedback can be used for personal growth.
Objective 9: The student will explain the effect of self esteem on personality.
*Objective 10: The student will relate initiative to the progress of the cooperative education student.
Objective 11: The student will identify 2 ways to demonstrate creativity on the job.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Understands the relationship of self understanding and succeeding at work.
_____*2. Explained the importance of positive working relationships.
_____*3. Identified the relationship of attitude and job success.
_____*4. Described proper personal appearance on the individual's job.
_____*5. Described ways to best serve customers.
_____*6. Described the steps in goal setting.
_____*7. Identified the importance of responsibility and job success.
_____*8. Described ways to improve individual personality.
_____ 9. Explained the effect of self esteem on personality.
_____*10. Related initiative to the progress of the cooperative education student.
_____11. Identified ways to demonstrate creativity on the job.

*Indicates core/essential objectives

COURSE: Marketing Education I

Unit 9: Safety

Objectives: Upon completion of this unit, the student will:

*1. Be aware of basic safety rules.
*2. List the steps involved in first aid.
*3. Describe how to stop bleeding.
*4. Describe correct steps to clear an air passage.
*5. Describe proper lifting methods.
*6. Describe use of the Heimlich maneuver.
*7. Describe location of fire exits at the cooperative education work site.
*8. Describe location of community civil defense shelters located near the school and near the cooperative education work site.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Guest speakers
Films or filmstrips available
Role playing

Suggested Resources:

Local Red Cross agency, hospital, or health department

Evaluation and Suggested Minimum Performance Standards:

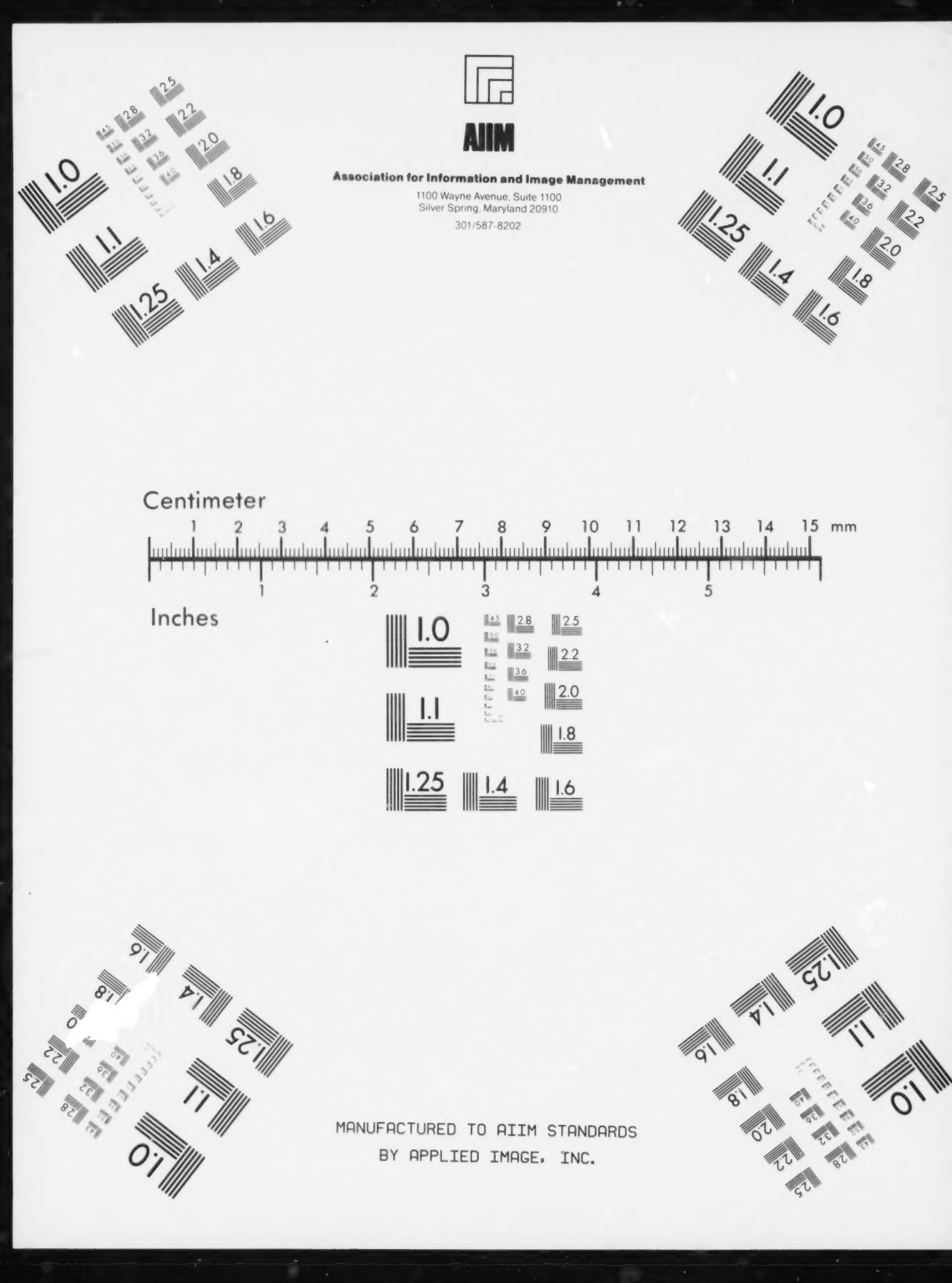
*Objective 1: The student will list 3 basic safety rules.
*Objective 2: The student will list 4 steps involved in first aid.
*Objective 3: The student will describe how to stop bleeding in a given situation with 100% accuracy.
*Objective 4: The student will describe how to clear an air passage with 100% accuracy.
*Objective 5: The student will describe proper lifting methods with 100% accuracy.
*Objective 6: The student will describe use of the Heimlich maneuver with 100% accuracy.
*Objective 7: The student will describe location of fire exits at the cooperative education work site with 100% accuracy.
*Objective 8: The student will describe location of community civil defense shelters located near the school and near the cooperative education work site with 100% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____ *1. Became aware of basic safety rules.
_____ *2. Listed the steps involved in first aid.
_____ *3. Described how to stop bleeding.
_____ *4. Described correct steps to clear an air passage.
_____ *5. Described proper lifting methods.
_____ *6. Described use of the Heimlich maneuver.
_____ *7. Described location of fire exits at the cooperative education work site.
_____ *8. Described location of community civil defense shelters located near the school and near the cooperative education work site.

*Indicates core/essential objectives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COURSE: Marketing Cooperative Education I

Unit 10: Job Attainment

Objectives: Upon completion of this unit, the student will:

*1. Identify sources of job information.
*2. Write letters of application.
*3. Prepare a resume'.
*4. Complete a job application.
*5. participate in a job interview.
*6. Write a follow-up letter.
*7. Describe the correct way to terminate employment.
*8. Identify steps in career planning.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Practical application
Individual study
Guest speakers
Films, videos and filmstrips available

Suggested Resources:

Primary Source: Getting a Job, Process Kit. Zedlitz. South-Western Publishing Company, Cincinnati, Ohio. 1987.

Additional Sources:

General Marketing Curriculum for Marketing and D.E. I Programs, 2nd edition. Robert E. Luter. Extension Instruction and Materials Center, University of Texas at Austin, Texas. 1984. Instructor's Guide and Student Activity Guide.

Oklahoma Distributive Education II Course of Study (available from R/CU)

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 3 sources of job information available in the community.

*Objective 2: The student will write a letter of application that meets the following criteria:
1. form and appearance conform to standards
2. contains proper information
3. uses an original approach
4. employs a proper closing

*Objective 3: The student will prepare a resume' that meets the following criteria:
1. organized by categories
2. neat overall appearance
3. appropriate and accurate information supplied
4. written in pen or typed
5. appropriate references listed

*Objective 4: The student will complete a job application that meets the following criteria:
1. instructions followed
2. neat overall appearance
3. information was accurate and appropriate

*Objective 5: The student will successfully participate in a job interview.

*Objective 6: The student will write a follow-up letter that meets the following criteria:
1. form and appearance conform to standards
2. proper information is contained in each
3. original approach
4. proper closing

*Objective 7: The student will correctly describe the correct way to terminate employment.

*Objective 8: The student will identify 3 major steps in career planning.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Identified sources of job information.
_____*2. Wrote letters of application.
_____*3. Prepared a resume'.
_____*4. Completed a job application.
_____*5. Participated in a job interview.
_____*6. Wrote a follow up letter.
_____*7. Described the correct way to terminate employment.
_____*8. Identified steps in career planning.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education I

Unit 11: Management of Self and Resources

Objectives: Upon completion of this unit, the student will:

*1. Describe the concept of time management.
2. List steps in opening a checking account.
3. List steps in obtaining a loan.
*4. Describe advantages of using credit.
*5. Describe disadvantages of using credit.
6. Describe common types of insurance.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Guest speakers from banks and credit agencies
Films or filmstrips available
Practice sets

Suggested Resources:

Primary Source: Locally developed materials

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe the concept of time management with 70% accuracy.
Objective 2: The student will list steps in opening a checking account with 100% accuracy.
Objective 3: The student will list steps in obtaining a loan with 100% accuracy.
*Objective 4: The student will describe 3 advantages of using credit.
*Objective 5: The student will describe 3 disadvantages of using credit.
Objective 6: The student will describe 3 common types of insurance.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Describes the concept of time management.
_____ 2. Listed steps in opening a checking account.
_____ 3. Listed steps in obtaining a loan.
_____*4. Described advantages of using credit.
_____*5. Described disadvantages of using credit.
_____ 6. Described common types of insurance.

*Indicates core/essential objectives

MARKETING COOPERATIVE EDUCATION II

COURSE OUTLINE

MARKETING COOPERATIVE EDUCATION II

| Unit No. | Unit Title |
|---|---|
| 1 | Obtaining and Using Credit |
| 2 | Supervisory Skills |
| 3 | Store Organization |
| 4 | Store Security |
| 5 | Starting a Small Business |
| 6 | Principles of Economics |
| 7 | Managing Resources |

COURSE: Marketing Cooperative Education II

Unit 1: Obtaining and Using Credit

Objectives: Upon completion of this unit, the student will:

*1. List advantages and disadvantages of using credit.
*2. Identify the three C's of credit.
*3. Name major types of credit extended by businesses.
*4. Describe types of loans issued by banks and other lending institutions.
*5. List guidelines for obtaining credit and loans.
6. Name factors which determine amount of interest.
7. Define terms associated with credit and loans.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from local banks or loan institutions
Films or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma, 74074-9990.

Additional Sources:

Marketing Math, 2nd Edition. William S. Stull. South-Western Publishing Company, Cincinnati, Ohio 45227. 1985.

Money Management Institute filmstrips. Chicago: The Household Finance Company. 1970.

Budgeting Your Finances, Managing Your Money: A Family Plan, and other resource materials. Mississippi State University, Cooperative Extension Service of Mississippi.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list four advantages and four disadvantages of using credit.
*Objective 2: The student will identify the three C's credit.

*Objective 3: The student will name four major types of credit extended by businesses.

*Objective 4: The student will describe three types of loans issued by banks and other lending institutions.

*Objective 5: The student will list five guidelines for obtaining credit and loans.

Objective 6: The student will name three factors which determine amount of interest.

Objective 7: The student will define the following terms associated with credit and loans:

1. Collateral
2. Interest
3. Co-Signer
4. Loan
5. Credit
6. Credit Union
7. Commercial Bank
8. Prime interest
9. Credit bureau

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed advantages and disadvantages of using credit.
____*2. Identified the three C's of credit.
____*3. Named major types of credit extended by businesses.
____*4. Described types of loans issued by banks and other lending institutions.
____*5. Listed guidelines for obtaining credit and loans.
____ 6. Named factors which determine amount of interest.
____ 7. Defined terms associated with credit and loans.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education II

Unit 2: Supervisory Skills

Objectives: Upon completion of this unit, the student will:

*1. Describe tasks performed by first-line supervisors
*2. Discuss ways to be an effective direct supervisor.
*3. List characteristics of a good supervisor
*4. Arrange in order Maslow's hierarchy of needs.
*5. List the aspects of productivity.
*6. Name ways to improve productivity.
7. List modern techniques of motivation.
8. Distinguish between motivation and maintenance factors.
9. List ways of linking personal and company goals.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers in magerial positions with local business
Individual study
Films and filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Oklahoma Business Management and Ownership (available from R/CU)

Additional Sources:

Leadership Development. 2nd Edition. George Shinn. Gregg/McGraw Hill. Manchester, Misouri 63011 1986.

MarkEd (IDECC): The Ohio State University, Columbus, Ohio 43212-3393.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify tasks performed by first-line supervisors.
*Objective 2: The student will discuss five ways to be an effective direct supervisor.
*Objective 3: The student will list four characteristics of aa good supervisor.

*Objective 4: The student will arrange in order Maslow's hierarchy of needs.

*Objective 5: The student will list the four aspects of productivity.

*Objective 6: The student will name four ways to improve productivity.

Objective 7: The student will list four modern techniques of motivation.

Objective 8: The student will distinguish between three motivation and three maintenance factors.

Objective 9: The student will list three ways of linking personal and company goals.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achcieved:

____*1. Described tasks performed by first-line supervisors.
____*2. Discussed ways to be an effective direct supervisor.
____*3. Listed characteristics of a good supervisor.
____*4. Arranged in order Maslow's hierarchy of needs.
____*5. Listed the aspects of productivity.
____*6. Named ways to improve productivity.
____ 7. Listed modern techniques of motivation.
____ 8. Distinguished between motivation and maintenance factors.
____ 9. Listed ways of linking personal and company goals.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education II

Unit 3: Store Organization

Objectives: Upon completion of this unit, the student will:

*1. Name management principles relating to business organization.
*2. Discuss reasons for organization.
*3. Distinguish among forms of business ownership.
*4. Describe characteristics of businesses operating under different forms of business ownership.
*5. List basic retailing activities for which organization is provided.
*6. Distinguish among characteristics of each step used to determine job responsibility and qualifications.
7. Name job titles and activities performed by various managers.
8. Distinguish among ways formal and informal organizations affect productivity.
9. Distinguish between occupations involving line and staff personnel functions.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from local businesses
Films and Filmstrips available
Laboratory practice and application
Individual study

Suggested Resources:

Primary source for core/essential objectives:

Oklahoma Business Management and Ownership (available from R/CU)

Additional Sources:

Leadership Development. 2nd Edition. George Shinn. Gregg/McGraw Hill. Manchester, Missouri 63011 1986.

General Marketing Curriculum for Marketing and D.E. I Programs, 2nd Edition. Robert E. Luter. Extension Instruction and Materials Center, University of Texas at Austin, Texas. 1984. Instructor's Guide and Student Activity Guide.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227. 1986.

Marketing Practices and Principles, 4th Edition. Ralph E. Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name five management principles relating to business organization.
*Objective 2: The student will discuss three reasons for organization.
*Objective 3: The student will distinguish among four forms of business ownership.
*Objective 4: The student will describe characteristics of businesses operating under four different forms of ownership.
*Objective 5: The student will list four basic retailing activities for which organization is provided.
*Objective 6: The student will distinguish among three charactereistics of each of the three steps used to determine job responsibility and qualifications.
Objective 7: The student will name three job titles and three activities performed by various managers.
Objective 8: The student will distinguish among three ways formal and informal organizations affect productivity.
Objective 9: The student will distinguish between occupations involving line and staff personnel functions.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Named management principles relating to business organization.
____*2. Discussed reasons for organization.
____*3. Distinguished among forms of business ownership
____*4. Described characteristics of businesses operating under different forms of business ownership.
____*5. Listed basic retailing activities ffor which organization is provided.

____*6. Distinguished among characteristics of each step used to determine job responsibility and qualifications.

____ 7. Named job titles and activities performed by various managers.

____ 8. Distinguished among ways formal and informal organizations affect productivity.

____ 9. Distinguished between occupations involving line and staff personnel functions.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education II

Unit 4: Store Security

Objectives: Upon completion of this, unit the student will:

*1. Describe methods used by shoplifters.
*2. Describe ways of preventing shoplifting losses.
*3. List signals used in detecting shoplifters by their actions.
*4. Discuss steps to follow in apprehending a shoplifter.
*5. Describe ways to limit internal theft.
6. List rules to follow during a robbery.
7. Describe ways to take protective measures against robbery.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers from local law enforcement agencies
Films and filmstrips available
Role playing
Field trip.

Suggested Resources:

Primary source for core/essential objectives:

Oklahoma Business Management and Ownership (available from R/CU).

Additional sources:

Marketing Practices and Principles, 4th Edition. Ralph E. Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

MarkEd (IDECC): The Ohio State University, Columbus, Ohio 43212-3393.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe five methods used by shoplifters.
*Objective 2: The student will describe five ways of preventing shoplifters.

*Objective 3: The student will list three signals used in detecting shoplifters by their actions.

*Objective 4: The student will discuss four steps in apprehending a shoplifter.

*Objective 5: The student will discuss three ways to limit internal theft.

Objective 6: The student will list five rules to follow during a robbery.

Objective 7: Describe two ways to take protective measures against robbery.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Described methods used by shoplifters.
____*2. Described ways of preventing shoplifting losses.
____*3. Listed signals used in detecting shoplifters by their actions.
____*4. Discussed steps to follow in apprehending a shoplifter.
____*5. Described ways to limit internal theft.
____ 6. Listed rules to follow during a robbery.
____ 7. Described ways to take protective measures against robbery.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education II

Unit 5: Starting a Small Business

Objectives: Upon completion of this, unit the student will:

*1. Describe services provided by the Small Business Administration.
*2. Arrange in order steps used in writing a plan for small business ownership.
*3. Describe primary factors which determine business success or failure.
*4. List secondary factors which affect business success or failure.
*5. List sources of capital.
*6. Name regulations which must be considered by entrepreneurs.
7. List documentation usually required by banks and the Small Business Administration to process loan requests.
8. Distinguish among various types of taxes levied upon businesses.
9. List business activities which frequently require assistance and information.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Individual study
Films and filmstrips
Guest speakers from local businesses

Suggested Resources:

Primary source for core/essential objectives:

Oklahoma Business Management and Ownership (available from R/CU).

Additional Sources:

MarkEd (IDECC): The Ohio State University, Columbus, Ohio 43212-3393.

Marketing Practices and Principles, 4th Edition. Ralph E. Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Marketing: An Introduction. Stull and Hutt. South-Western Publishing Company, Cincinnati, Ohio 45227 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe three services provided by the Small Business Administration.

*Objective 2: The student will arrange in order steps used in writing a plan for small business ownership.

*Objective 3: The student will describe five primary factors which determine business success or failure.

*Objective 4: The student will list four secondary factors which affect business success or failure.

*Objective 5: The student will list three sources of of capital.

*Objective 6: The student will name four regulations which must be considered by entrepreneurs.

Objective 7: The student will list the documentation usually required by banks and the Small Business Administration to process loan requests.

Objective 8: The student will distinguish among three types of taxes levied upon businesses.

Objective 9: The student will list four business activities which frequently require assistance and information.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Described services provided by the Small Business Administration.

____*2. Arranged in order steps used in writing a a plan for small business ownership.

___*3. Described primary factors which determine business success or failure.

____*4. Listed secondary factors which affect business success or failure.

____*5. Listed sources of capital.

____*6. Named regulations which must be considered by entrepreneurs.

____ 7. Listed documentation usually required by banks and the Small Business Administration to process loan requests.

____ 8. Distinguished among various types of taxes levied upon businesses.

____ 9. Listed businesss activities which frequently require assistance and information.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education II

Unit 6: Principles of Economics

Objectives: Upon completion of this unit, the student will:

*1. Name major characteristics of our modified free enterprise system.
*2. Define economic goals of Americans.
*3. Discuss functions of government in a modified free enterprise system.
*4. Define the function of supply and demand.
*5. List factors which cause inflation.
6. Interpret price factors that influence the economy.
7. Describe factors which cause elasticity of demand.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Films and filmstrips available
Individual study

Suggested Resources:

Primary Source for core/essential objectives:

Oklahoma Business Management and Ownership (available from R/CU).

Additional Sources:

MarkEd (IDECC): The Ohio State University, Columbus, Ohio 43212-3393.

American Enterprise Center Resource Materials Directory. P.O. Box 1849, Jackson, Mississippi 39205.

Marketing Practices and Principles, 4th Edition. Ralph E. Mason, Patricia M. Rath, and Stewart W. Husted. Gregg Division of McGraw-Hill, New York, New York. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name five characteristics of our modified free enterprise system.
*Objective 2: The student will define four economic goals of Americans.
*Objective 3: The student will discuss two functions of government in a modified free enterprise system.
*Objective 4: The student will define the function of supply and demand.
*Objctive 5: The student will list four factors which cause inflation.
Objective 6: The student will interpret three price factors that influence the economy.
Objective 7: The student will describe two factors which cause elasticity of demand.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Named major characteristics of our modified free enterprise system.
____*2. Defined economic goals of Americans.
____*3. Discussed functions of government in a modified free enterprise system.
____*4. Defined the function of supply and demand.
____*5. Listed factors which cause inflation.
____ 6. Interpreted price factors that influence the economy.
____ 7. Described factors which cause elasticity of demand.

*Indicates core/essential objectives

COURSE: Marketing Cooperative Education II

Unit 7: Managing Resources

Objectives: Upon completion of this unit, the student will:

*1. Define terms associated with investing.
*2. Interpret a stock market report.
*3. Determine the value of taxes.
*4. List steps for using time wisely.
5. Name ways of saving money on transportation.
6. List guidelines for saving money.

*Indicates core/essential objectives

Suggested Instructional Practice:

Lecture and discussion
Guest speakers form local banks or investment firms
Laboratory practice and application
Individual study

Suggested Resources:

Primary Source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

Leadership Development, 2nd Edition. George Shinn. Gregg Division of McGraw-Hill Publishing Company, New York, New York. 1986.

Newspaper

Succeeding in the World of Work. Grady Kimberll and Ben Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define the following terms associated with investing:
1. Securities
2. Common Stack
3. Preferred Stock
4. Bond
5. Investor
6. Broker
7. Dividends

*Objective 2: The student will interpret a stock market report from the newspaper.

*Objective 3: The student will determine the value of taxes.

*Objective 4: The student will list four steps in using time wisely.

Objective 5: The student will name five ways of saving money on transportation.

Objective 6: The student will list four guidelines for saving money.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Defined terms associated with investing.
____*2. Interpreted a stock market report.
____*3. Determined the value of taxes.
____*4. Listed steps for using time wisely.
____ 5. Named ways of saving money on transportation.
____ 6. Listed guidelines for saving money.

*Indicates core/essential objectives

DIVERSIFIED OCCUPATIONS COOPERATIVE EDUCATION I

COURSE OUTLINE

DIVERISFIED OCCUPATIONS COOPERATIVE EDUCATION I

| Unit No. | Unit Title |
|---|---|
| 1 | Orientation |
| 2 | Leadership Development and Civic Responsibility |
| 3 | Job Application and Interview |
| 4 | Health and Safety |
| 5 | Human Relations |
| 6 | Employer - Employee Relations |
| 7 | Managing Resources |
| 8 | Income Tax |
| 9 | Oral Communications |

COURSE: Diversified Occupations Cooperative Education I

Unit 1: Orientation

Objectives: Upon completion of this unit, the student will:

*1. Name advantages of a cooperative program.
*2. Complete forms required in cooperative programs.
*3. Be aware of the grading criteria for cooperative education.
*4. Be familiar with the rules and regulations of a cooperative program.
*5. Name adjustments that a student must make upon enrolling in a cooperative education program.
*6. List things that an employee should do during the first weeks on the job.
*7. Explain the process of quitting a cooperative education job.
*8. Describe proper grooming and dress for work.
*9. Compute earnings.
*10. Be aware of the benefits of Social Security.
11. Be acquainted with the history of vocational education.
12. Be acquainted with the postsecondary vocational and technical offerings in the area.

*Indicates core/essential objectives.

Suggested Instructional Practices:

Lecture and discussion
Films or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

Leadership Development, 2nd ed. George Shinn. Gregg/McGraw Hill Publishing Company, Manchester, Missouri 63011. 1986.

Succeeding in the World of Work. Grady Kimbrell and Ben S. Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name 4 advantages of a cooperative program.
*Objective 2: The student will successfully complete all forms required in the cooperative program.

*Objective 3: The student will list the grading criteria of the cooperative program.
*Objective 4: The student will identify the rules and regulations of the cooperative program.
*Objective 5: The student will name 3 adjustments that a student must make upon enrolling in a cooperative education program.
*Objective 6: The student will list 5 things that an employee should do during the first weeks on the job.
*Objective 7: The student will explain the process of quitting a cooperative education job.
*Objective 8: The student will describe proper grooming and dress for work.
*Objective 9: The student will compute earnings with 80% accuracy.
*Objective 10: The student will name 2 benefits of Social Security.
Objective 11: The student will recognize 4 highlights in the history of vocational education.
Objective 12: The student will name postsecondary vocational and technical offerings in the area that relate to his/her career interest.

*Indicates core/essential objectives.

Performance Record: Place a check by each objective the student achieved:

_____*1. Named advantages of the cooperative program.
_____*2. Completed required forms.
_____*3. Listed the grading criteria of the program.
_____*4. Described rules and regulations of the program.
_____*5. Named adjustments that must be made upon enrolling in a cooperative education program.
_____*6. Listed things that an employee should do during the first weeks on the job.
_____*7. Explained the process of quitting a cooperative education job.
_____*8. Described proper grooming and dress for work.
_____*9. Computed earnings.
_____*10. Became aware of benefits of Social Security.
_____11. Became acquainted with the history of vocational education.
_____12. Became acquainted with postsecondary vocational and technical offerings in the area.

*Indicates core/essential objectives

COURSE: Diversified Occupations Cooperative Education I

Unit 2: Leadership Development and Civic Responsibility

Objectives: Upon completion of this unit, the student will:

*1. Explain the leadership development opportunities offered through membership in the vocational youth organization students are eligible to join.
*2. Define leadership.
*3. Name ways to develop leadership potential.
*4. Identify organizations that require leadership skills.
5. Introduce a motion.
6. Define common motions used in parliamentary procedure.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Guest speakers
Role playing
Films or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

Leadership Development, 2nd ed. George Shinn. Gregg/McGraw Hill Publishing Company, Manchester, Missouri 63011. 1986.

Succeeding in the World of Work. Grady Kimbrell and Ben S. Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will explain the leadership development opportunities offered through membership in the vocational youth organization he/she is eligible to join, with 80% accuracy.
*Objective 2: The student will define leadership with 100% accuracy.
*Objective 3: The student will name 3 ways to develop leadership potential.
*Objective 4: The student will identify 3 organizations that require leadership skills.
Objective 5: The student will introduce a motion according to the rules of parliamentary procedure.

Objective 6: The student will define common motions used in parliamentary procedure.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Explained the leadership development opportunities offered through membership in the vocational youth organization he/she is eligible to join.
_____*2. Defined leadership.
_____*3. Named ways to develop leadership potential.
_____*4. Identified organizations that require leadership skills.
_____ 5. Introduced a motion.
_____ 6. Defined common motions used in parliamentary procedure.

*Indicates core/essential objectives

COURSE: Diversified Occupations Cooperative Education I

Unit 3: Job Application and Interview

Objectives: Upon completion of this unit, the student will:

*1. Identify sources of job information.
*2. Participate in a job interview.
*3. Complete a job application.
*4. Prepare a resume'.
5. Describe the function of employment agencies.
*6. Write a letter of application.
*7. Write a follow-up letter.
*8. Describe how to handle loss of employment.

*Indicates core/essential competencies

Suggested Instructional Procedures:

Lecture and discussion
Guest speakers from employment agencies or personnel offices
Role playing
Practical application
Films or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

How to Find and Apply for a Job, 4th ed. Plevyak and Baggett. South-Western Publishing Company. Cincinnati, Ohio. 1982.

Succeeding in the World of Work. Grady Kimbrell and Ben S. Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 3 sources of jobs.
*Objective 2: The student will demonstrate the ability to successfully participate in a job interview.
*Objective 3: The student will complete an application form that meets the following criteria:
1. Instructions were followed.
2. Form was neatly filled out.
3. Information was accurate and appropriate.

*Objective 4: The student will prepare a resume' that meets the following criteria:
1. Organized by categories.
2. Neat overall appearance.
3. Appropriate and accurate information supplied.
4. Written in pen or typed.
5. Appropriate references listed.

Objective 5: The student will describe the function of employment agencies.

*Objective 6: The student will write a letter of application that meets the following criteria:
1. Form and appearance conform to standard.
2. Proper information is contained in each.
3. Original approach.
4. Proper closing.

*Objective 7: The student will write a follow-up letter that meets the following criteria:
1. Form and appearance conform to standard.
2. Proper information is contained in each.
3. Original approach.
4. Proper closing.

*Objective 8: The student will describe with 80% accuracy how to handle loss of employment.

*Indicates core/essential competencies

Performance Record: Place a check by each objective the student achieved:

_____*1. Identified sources of jobs.
_____*2. Participated in a job interview.
_____*3. Completed a job application.
_____*4. Prepared a resume'.
_____ 5. Described the function of employment agencies.
_____*6. Wrote a letter of application.
_____*7. Wrote a follow-up letter.
_____*8. Described how to handle loss of employment.

*Indicates core/essential competencies

COURSE: Diversified Occupations Cooperative Education I

Unit 4: Health and Safety

Objectives: Upon completion of this unit, the student will:

*1. Be aware of basic safety rules.
*2. Classify fires.
*3. List the steps involved in first aid.
*4. Describe how to stop bleeding.
*5. Describe correct steps to clear an air passage.
*6. List steps to treat for shock.
*7. Describe proper lifting methods.
*8. Describe the Heimlich maneuver.
*9. Explain how to call an ambulance and what to do when it arrives.
*10. Identify major causes of accidents in the work place.
11. Describe safe use of ladders.
12. Identify ways to avoid electrical shock.
*13. Describe location of fire exits at the cooperative education work site.
*14. Describe location of community civil defense shelters located near the school and near the cooperative education work site.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Role playing
Demonstration
Guest speakers
Films or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

Local Red Cross agency, hospital, or health department

Succeeding in the World of Work. Grady Kimbrell and Ben S. Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list 3 basic safety rules.
*Objective 2: The student will correctly classify 3 fires.

*Objective 3: The student will list 4 steps involved in first aid.
*Objective 4: The student will describe how to stop bleeding.
*Objective 5: The student will describe how to clear an air passage.
*Objective 6: The student will list the steps for treatment of shock.
*Objective 7: The student will describe proper lifting methods.
*Objective 8: The student will describe the steps in the Heimlich maneuver.
*Objective 9: The student will explain with 100% accuracy how to call an ambulance and what to do when it arrives.
*Objective 10: The student will identify 3 major causes of accidents in the work place.
Objective 11: The student will describe with 100% accuracy the safe use of ladders.
Objective 12: The student will identify 3 ways to avoid electrical shock.
*Objective 13: The student will describe the location of fire exits at the cooperative education work site.
*Objective 14: The student will describe the location of community civil defense shelters located near the school and near the cooperative education work site.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Listed basic safety rules.
_____*2. Classified fires.
_____*3. Listed steps involved in first aid.
_____*4. Described how to stop bleeding.
_____*5. Described how to clear an air passage.
_____*6. Listed steps for treatment of shock.
_____*7. Described proper lifting methods.
_____*8. Described the Heimlich maneuver.
_____*9. Explained how to call an ambulance and what to do when it arrives.
____*10. Identified major causes of accidents in the work place.
_____11. Described safe use of ladders.
_____12. Identified ways to avoid electrical shock.
____*13. Described location of fire exits at the cooperative education work site.
____*14. Described location of community civil defense shelters located near the school and near the cooperative education work site.

*Indicates core/essential objectives

COURSE: Diversified Occupations Cooperative Education I

Unit 5: Human Relations

Objectives: Upon completion of this unit, the student will:

*1. Describe ways the individual can improve individual personality.
*2. Describe ways to improve relationships with other people.
3. Identify ways of coping with stress.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Role playing
Case problems
Guest speakers
Films or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

Cooperative Work Experience Manual. Stull and Zedlitz. South-Western Publishing Company, Cincinnati, Ohio. 1984.

Human Relations at Work, 2nd edition. Steven Eggland and John Williams. South-Western Publishing Company, Cincinnati, Ohio. 1981.

Personality Development for Work, 5th edition. Russon and Wallace. South-Western Publishing Company, Cincinnati, Ohio. 1981.

Succeeding in the World of Work. Grady Kimbrell and Ben S. Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1. The student will describe 2 ways to improve individual personality.
*Objective 2: The student will describe 3 ways to improve relationships with other people.
Objective 3: The student will identify 3 ways of coping with stress.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Described ways the individual can improve individual personality.
_____*2. Described ways to improve relationships with other people.
_____ 3. Identified ways of coping with stress.

*Indicates core/essential objectives

COURSE: Diversified Occupations I

Unit 5: Employer - Employee Relations

Objectives: Upon completion of this unit, the student will:

*1. Explain the importance of positive working relationships.
*2. Identify the relationship of attitude and job success.
*3. Describe proper personal appearance on the individual's job.
*4. Identify the importance of responsibility and job success.
*5. Identify characteristics of good employees and good employers.
6. Describe the chain of command in the organization in which the student is employed.
*7. Identify ways to get long with superiors.
8. Formulate ethical solutions to problems at work.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Role playing
Case problems
Guest speakers
Films or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

Cooperative Work Experience Manual. Stull and Zedlitz. South-Western Publishing Company, Cincinnati, Ohio. 1984.

Human Relations at Work, 2nd edition. Steven Eggland and John Williams. South-Western Publishing Company, Cincinnati, Ohio. 1981.

Personality Development for Work, 5th edition. Russon and Wallace. South-Western Publishing Company, Cincinnati, Ohio. 1981.

Succeeding in the World of Work. Grady Kimbrell and Ben S. Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will explain 3 reasons that positive working relationships are important.

*Objective 2: The student will identify the relationship of attitude and job success, with 100% accuracy.

*Objective 3: The student will describe proper personal appearance on the individual's job, with 80% accuracy.

*Objective 4: The student will identify the importance of responsibility and job success with 100% accuracy.

*Objective 5: The student will identify 3 characteristics of good employees and good employers.

Objective 6: The student will describe the chain of command in the organization in which he/she is employed, with 95% accuracy.

*Objective 7: The student will identify 3 ways to get along with superiors.

Objective 8: The student will formulate ethical solutions to case problems from work situations, with 100% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Explained the importance of positive working relationships.

_____*2. Identified the relationship of attitude and job success.

_____*3. Described proper personal appearance on the individual's job.

_____*4. Identified the importance of responsibility and job success.

_____*5. Identified characteristics of good employees and good employers.

_____ 6. Described the chain of command in the organization the student is employed in.

_____*7. Identified ways to get long with superiors.

_____ 8. Formulated ethical solutions to problems at work.

*Indicates core/essential objectives

COURSE: Diversified Occupations Cooperative Education I

Unit 7: Managing Resources

Objectives: Upon completion of this unit, the student will:

*1. Explain the process of developing a budget.
*2. Reconcile a bank statement.
*3. Describe common types of insurance.
*4. Explain the difference in fixed and variable expenses.
*5. Give examples of fixed and variable expenses.
*6. Describe advantages of using credit.
*7. Describe disadvantages of using credit.
*8. Calculate cost of credit.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Case problems
Practical application
Guest speakers from banks or local insurance agencies
Films or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

Family Financial Management, 4th edition. Roman and Finch. South-Western Publishing Company, Cincinnati, Ohio. 1983.

Succeeding in the World of Work. Grady Kimbrell and Ben S. Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe the steps in budgeting.
*Objective 2: The student will reconcile a simple bank statement, with 90% accuracy.
*Objective 3: The student will correctly describe 2 common types of insurance.
*Objective 4: The student will explain the difference in fixed and variable expenses.
*Objective 5: The student will give 3 examples of fixed expenses and 3 examples of variable expenses.

*Objective 6: The student will describe 2 advantages of using credit.

*Objective 7: The student will describe 2 disadvantages of using credit.

*Objective 8: The student will calculate cost of credit, with 90% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Explained the process of developing a budget.
_____*2. Reconciled a bank statement.
_____*3. Described types of insurance.
_____*4. Explained the difference in fixed and variable expenses.
_____*5. Gave examples of fixed and variable expenses.
_____*6. Described advantages of using credit.
_____*7. Described disadvantages of using credit.
_____*8. Calculated cost of credit.

*Indicates core/essential objectives

COURSE: Diversified Occupations Cooperative Education I

Unit 8: Income Tax

Objectives: Upon completion of this unit, the student will:

1. Name reasons for taxation.
*2. Complete a short income tax form.
3. Be aware of the history of taxation.
4. Be aware of the economics of taxation.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Case problems
Practical application
Guest speakers
Films or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Understanding Taxes, Internal Revenue Service. 100 W. Capital Street, Suite 504, Jackson, Mississippi 39269.

Additional Sources:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Succeeding in the World of Work. Grady Kimbrell and Ben S. Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will name 3 reasons for taxation.
*Objective 2: The student will complete a short income tax form, with 100% accuracy.
Objective 3: The student will recognize important points in the history of taxation, with 80% accuracy.
Objective 4: The student will indicate awareness of the economics of taxation by accurately identifying factors to be considered.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____ 1. Named reasons for taxation.
_____ *2. Completed a short income tax form.
_____ 3. Became aware of the history of taxation.
_____ 4. Became aware of the economics of taxation.

*Indicates core/essential objectives

COURSE: Diversified Occupations Education I

Unit 9: Oral Communications

Objectives: Upon completion of this unit, the student will:

*1. Identify ways to improve communications skills.
*2. Identify obstacles to communication.
*3. Describe good listening skills.
*4. Describe ways to clarify business policies.
5. Explain how to make introductions.
6. Demonstrate proper business usage of the telephone.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Case problems
Practical application
Guest speakers
Films or filmstrips available

Suggested Resources:

Primary source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

Succeeding in the World of Work. Grady Kimbrell and Ben S. Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 3 ways to improve communications skills.
*Objective 2: The student will identify 2 obstacles to communication.
*Objective 3: The student will describe good listening skills.
*Objective 4: The student will describe 2 ways to clarify business policies.
Objective 5: The student will explain how to make introductions, with 100% accuracy.
Objective 6: The student will demonstrate proper business usage of the telephone.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Identified ways to improve communications skills.
_____*2. Identified obstacles to communication.
_____*3. Described good listening skills.
_____*4. Described ways to clarify business policies.
_____ 5. Explained how to make introductions.
_____ 6. Demonstrated proper business usage of the telephone.

*Indicates core/essential objectives

DIVERSIFIED OCCUPATIONS COOPERATIVE EDUCATION II

COURSE OUTLINE

DIVERSIFIED OCCUPATIONS COOPERATIVE EDUCATION II

| Unit No. | Unit Title |
|---|---|
| 1 | Job Application and Interview |
| 2 | Economics |
| 3 | Oral Communications |
| 4 | Written Communications |
| 5 | Career Planning |
| 6 | Human Relations |
| 7 | Managing Resources |

COURSE: Diversified Occupations Cooperative Education II

Unit 1: Job Application and Interview

Objectives: Upon completion of this unit, the student will:

*1. Identify different sources of job information.
*2. List items which an applicant may need to prepare when applying for a job.
*3. Prepare an updated personal data sheet.
*4. Use telephone to arrange job interview.
*5. Complete job application form.
6. List job-related and personal guidelines for selecting clothes for the job interview.
7. Write a letter of application.
8. Participate in a job interview.
9. Complete a sample employment test.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Guest speakers from employment agencies or personnel offices
Role playing
practical application
Films or filmstrips available

Suggested Resources:

Primary Source for core/essential objectuives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

How to Find and Apply for a Job, 4th Edition. Plevyak and Baggett. South-Western Publishing Company. Cincinnati, Ohio. 1982.

Succeeding in the World of Work. Grady Kimbrell and Ben S. Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Getting a Job Process Kit. Robert Zedlitz. South-Western Publishing Company. Cincinnati, Ohio. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify three sources of jobs.

*Objective 2: The student will list four items which an applicant may need to prepare when applying for a job.

*Objective 3: The student will prepare an updated personal data sheet that meets the following criteria:
1. organized by categories
2. neat overall appearance
3. appropriate and accurate information
4. written in pen or typed

*Objective 4: The student will demonstrate proper use of the telephone to arrange a job interview. The following criteria will be met.
1. did not stammer or search for words
2. identified self immediately
3. stated reasons for calling
4. asked best time for an appointment
5. was courteous and friendly
6. thanked the receptionist

*Objective 5: The student will complete an application form with 100 percent accuracy.

Objective 6: The student will list four job related and four personal guidelines for selecting clothes for the job interview.

Objective 7: The student will write a letter of application which meets the following criteria:
1. acceptable form and appearance
2. proper information
3. proper ending

Objective 8: The student will play the role of a job applicant in a simulated job interview to meet the following criteria:
1. was clean, well groomed,and properly dressed
2. made proper introduction
3. was knowledgeable of the company
4. answered questions clearly, correctly, and in a positive menner.
5. closed interview appropriately at the proper time

Objective 9: The student will successfully complete a sample employment test with 90 percent accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified different sources of job information
____ *2. Listed items which an applicant might need to prepare when applying for a job.
____ *3. Prepared an updated personal data sheet.
____ *4. Used telephone to arrange job interview.
____ *5. Completed job application form.
____ 6. Listed job related and personal guidelines for selecting clothes for the job interview.
____ 7. Wrote a letter of application.
____ 8. Participated in a simulated job interview.
____ 9. Completed a sample employment test.

*Indicates core/essential objectives

COURSE: Diversified Occupations Cooperative Education II

Unit 2: Economics

Objectives: Upon completion of this unit, the student will:

*1. Name the characteristics of our modified free enterprise system.
*2. Identify the resources necessary for production of goods and services.
*3. List the types of business organizations.
*4. Discuss the function of supply and demand schedules.
*5. Define elasticity of demand.
*6. Name the ways prices influence the economy.
*7. List the benefits of competition and profit.
8. Describe the channels of distribution.
9. Distinguish between the roles of government, individuals, and businesses in the economy.
10. Apply economic principles to business situations.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Films or filmstrips available
Guest speakers from local businesses
Laboratory practice and application

Suggested Resources:

Primary Source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma, 74074-9990.

Additional Sources:

American Enterprise Center Resource Materials Directory. P.O. Box 1849, Jackson, Mississippi 39205.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list six characteristics of a free enterprise system.
*Objective 2: The student will identify three resources necessary for the production of goods and services.

*Objective 3: The student will list five types of business organizations.

*Objective 4: The student will discuss two functions of supply and demand schedules.

*Objective 5: The student will define elasticity of demand.

*Objective 6: The student will name five ways prices influence the economy.

*Objective 7: The student will list four benefits of competition and profit.

Objective 8: The student will describe the four channels of distribution.

Objective 9: The student will distinguish between the roles of government, individuals, and businesses in the economy.

Objective 10: The student will apply three economic principles to three hypothetical business situations.

Performance Record: Place a check by each objective the student achieved:

____*1. Named the characteristics of our modified free enterprise system.

____*2. Identified the resources necessary for production of goods and services.

____*3. Listed the types of business organizations.

____*4. Discussed the function of supply and demand schedules.

____*5. Defined elasticity of demand.

____*6. Named the ways prices influence the economy.

____*7. Listed the benefits of competition and profit.

____ 8. Described the channels of distribution.

____ 9. Distinguished between the roles of government, individuals, and businesses in the economy.

____10. Applied economic principles to business situations.

*Indicates core/essential objectives

COURSE: Diversified Occupations Cooperative Education II

Unit 3: Oral Communications

Objectives: Upon completion of this unit, the student will:

*1. List practical ways of improving communication skills.
*2. Name ways to give orders, directions, and instructions.
*3. Discuss the proper way to introduce himself/herself.
*4. Discuss the proper way to introduce others.
*5. Discuss proper ways of acknowledging introductions.
*6. List rules for proper use of the telephone.
*7. Distinguish between positive and negative gestures, expressions, and stances.
8. Define semantics obstacle to communication.
9. List ways to control rumors.
10. Name steps in clarifying business policy.
11. List ways to carry on casual conversation.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Role playing
Guest speakers

Suggested Resources:

Primary Source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma, 74074-9990.

Additional Sources:

Leadership Development 2nd Edition. George Shinn. Gregg Division of McGraw-Hill Publishing Company, New York, New York.1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list seven practical ways to improve communication skills.
*Objective 2: The student will name five ways to give orderds, directions, and instructions.
*Objective 3: The student will discuss the proper way to introduce himself/herself.

*Objective 4: The student will discuss the proper way to introduce others.

*Objective 5: The student will discuss eight ways of acknowledging introductions.

*Objective 6: The student will list five rules for proper use of the telephone.

*Objective 7: The student will distinguish between four positive and four negative gestures, expressions, and stances.

Objective 8: The student will define the semantics obstacle to communication.

Objective 9: The student will list four ways to control rumors.

Objective 10: The student will name four steps in clarifying business policy.

Objective 11: The student will list six ways to carry on casual conversation.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed practical ways of improving communication skills.
____*2. Named ways to give orders, directions, and instructions.
____*3. Discussed the proper way to introduce himself or herself.
____*4. Discussed the proper way to introduce others.
____*5. Discussed the proper ways of acknowledging introductions.
____*6. Listed rules for proper use of the telephone.
____*7. Distinguished between positive and negative gestures, expressions, and stances.
____ 8. Defined semantics obstacle to communication.
____ 9. Listed ways to control rumors.
____10. Named steps in clarifying business policy.
____11. Listed ways to carry on casual conversation.

*Indicates core/essential objectives

COURSE: Diversified Occupations Cooperative Education II

Unit 4: Written Communications

Objectives: Upon completion of this unit, the student will:

*1. Name basic parts of a business letter.
*2. List ways of organizing thoughts and information through a topic outline.
*3. Identify common errors to avoid when writing sentences.
*4. List ways of achieving paragraph and message unity.
*5. Identify the four basic letter styles.
*6. List basic characteristics of a memorandum.
7. State the amount of space devoted to the letterhead.
8. Describe types of complimentary closings.
9. Describe items relative to envelopes.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Laboratory practice and application
Films and filmatrips
Visual aides such as transparencies and handouts

Sugested Resources:

Primary Source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocationa and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

Leadership Development 2nd Edition. George Shinn. Gregg Division of McGraw-Hill Publishing Company, New York, New York. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name eight basic parts of a business letter.
*Objective 2: The student will list four ways of organizing thoughts and information through a topic outline.

*Objective 3: The student will identify four common errors to avoid when writing sentences.

*Objective 4: The student will list three ways of achieving paragraph and message unity.

*Objective 5: The student will identify the four basic letter styles.

*Objective 6: The student will list five basic characteristics of a memorandum.

Objective 7: The student will state the amount of space devoted to the letterhead.

Objective 8: The student will describe the four types of complimentary closings.

Objective 9: The student will describe five items relative to envelopes.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Named basic parts of a business letter.
____*2. Listed ways of organizing thoughts and information through a topic outline.
____*3. Identified common errors to avoid when writing sentences.
____*4. Listed ways of achieving paragraph and message unity.
____*5. Identified the four basic letter styles.
____*6. Listed basic characteristics of a memorandum.
____ 7. Stated the amount of space devoted to the letterhead.
____ 8. Described types of complimentary closings.
____ 9. Described items relative to envelopes.

*Indicates core/essential objectives

COURSE: Diversified Occupations Cooperative Education II

Unit 5: Career Planning

Objectives: Upon completion of this unit, the student will:

*1. List reasons people work.
*2. Identify the benefits of setting goals.
*3. Name obstacles to career goals.
*4. List categories of jobs.
*5. Describe how to handle loss of employment.
*6. List ways to ask for a raise.
7. Discuss proper ways of quitting a job.
8. Define terms associated with career planning.
9. Write a letter of resignation.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Films and filmstrips available
laboratory practice and application

Suggested Resources:

Primary Source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

The Career Planning Workshop. EDN Corporation, Elkins Park, Pennsylvania 19117-1410. 1986.

Video: "Make A Dream Happen" (available from R/CU)

Human Relations at Work, 2nd edition. Steven Eggland and John Williams. South-Western Publishing Company, Cincinnatti, Ohio. 1981.

Succeeding in the World of Work. Grady Kimbrell and Ben Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list three reasons people work.

*Objective 2: The student will identify four benefits of setting goals.

*Objective 3: The student will name seven obstacles to career goals.

*Objective 4: The student will list four categories of jobs.

*Objective 5: The student will describe five methods of handling loss of employment.

*Objective 6: The student will list two ways to ask for a raise.

Objective 7: The student will discuss three ways of quitting a job.

Objective 8: The student will define the following terms associated with career planning:
1. Career
2. Work
3. Occupation
4. Goal
5. Self-image
6. Skill
7. Interests
8. Aptitude
9. Luck

Objective 9: The student will write a letter of resignation.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed reasons people work.
____*2. Identified the benefits of setting goals.
____*3. Named obstacles to career goals.
____*4. Listed categories of jobs.
____*5. Described how to handle loss of employment.
____*6. Listed ways to ask for a raise.
____ 7. Discussed proper ways of quitting a job.
____ 8. Defined terms associated with career planning.
____ 9. Wrote a letter of resignation.

*Indicates core/essential objectives

COURSE: Diversified Occupations Cooperative Education II

Unit 6: Human Relations

Objectives: Upon completion of this unit, the student will:

*1. Identify reasons for human relations training.
*2. List physical and emotional characteristics of personality.
*3. Name the three sides of self.
*4. State values of having self-respect or a good self-concept.
*5. Identify reasons some people have little self-respect.
*6. Identify characteristics of people with little self-respect.
*7. List ways to protect self-respect.
8. List ways to achieve self-control.
9. List ways to show respect for others.
10. Name steps for creating a change in attitude.
11. Complete a self-analysis.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Role playing
Films and filmstrips

Suggested Resources:

Primary Source for core/essential objectives:

Group Instruction for Coperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

Human Relations at Work, 2nd Edition. Steven Eggland and John Williams. South-Western Publishing Company, Cincinnatti, Ohio. 1981.

Succeeding in the World of Work. Grady Kimbrell and Ben Vineyard. Glencoe Publishing Company, Encino, California. 1986.

Leadership Development, 2nd Edition. George Shinn. Gregg Devision of McGraw-Hill Publishing Company, New York, New York. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify five reasons for human relations training.
*Objective 2: The student will list three physical and three emotional characteristics of personality.
*Objective 3: The student will name the three sides of self.
*Objective 4: The student will state three values of having self-respect or a good self-concept.
*Objective 5: The student will identify four reasons some people have little self-respect.
*Objective 6: The student will identify four characteristics of people with little self-respect.
*Objective 7: The student will list four ways to protect self-respect.
Objective 8: The student will list three ways to achieve self-control.
Objective 9: The student will list five ways to show respect for others.
Objective 10: The student will name four steps for creating a change in attitude.
Objective 11: The student will complete a self-analysis.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Identified reasons for human relations training.
____*2. Listed physical and emotional characteristics of personality.
____*3. Named the three sides of self.
____*4. Stated values of having self-respect or a good self-concept.
____*5. Identified reasons some people have little self-respect.
____*6. Identified characteristics of people with litle self-respect.
____*7. Listed ways to protect self-respect.
____ 8. Listed ways to achieve self-control.
____ 9. Listed ways to show respect for others.
____10. Named steps for creating a change in attitude.
____11. Completed a self-analysis.

*Indicates core/essential objectives

COURSE: Diversified Occupations Cooperative Education II

Unit 7: Managing Resources

Objectives: Upon completion of this unit, the student will:

*1. List guidelines for health care.
*2. List guidelines for saving money.
*3. Interpret a stock market report.
*4. List steps for using time wisely.
*5. Determine the value of taxes.
6. List guidelines for purchasing food items.
7. List ways of saving money on transportation.
8. Evaluate a letter of complaint.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Films and filmstrips
Guest speakers

Suggested Resources:

Primary Source for core/essential objectives:

Group Instruction for Cooperative Programs. Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074-9990.

Additional Sources:

Succeeding in the World of Work. Grady Kimbrell and Ben Vineyard. Glenncoe Publishing Company, Encino, California. 1986.

Leadership Development, 2nd Edition. George Shinn. Gregg Division of McGraw-Hill Publishing Company, New York, New York. 1986.

Newspaper

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list four guidelines for health care.
*Objective 2: The student will list five guidelines for saving money.
*Objective 3: The student will interpret a stock market report from the newspaper.
*Objective 4: The student will list three steps for using time wisely.
*Objective 5: The student will determine the value of taxes.
Objective 6: The student will list ten guidelines for purchasing food items.
Objective 7: The student will list six ways of saving money on transportation.
Objective 8: The student will evaluate a letter of complaint.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed guidelines for health care.
____*2. Listed guidelines for saving money.
____*3. Interpreted a stock market report.
____*4. Listed steps for using time wisely.
____*5. Determined the value of taxes.
____ 6. Listed guidelines for purchasing food items.
____ 7. Listed ways of saving money on transportation.
____ 8. Evaluated a letter of complaint.

*Indicates core/essential objectives

MARKETING EDUCATION I

STUDENT PERFORMANCE RECORD

MARKETING EDUCATION I

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Identify objectives of Marketing Education.
_____C2. Identify elements of Marketing Education.
_____C3. Identify individual gains from Marketing Education.
_____C4. List factors to consider in the selection of a career.
_____C5. Identify available occupations in Marketing Education in the local community.
_____C6. Explain the leadership opportunities offered through membership in DECA.
_____C7. Explain the purpose of competitive activities and chapter awards.
_____C8. Describe career opportunities in marketing.
_____C9. Explain the significance of marketing to our economy.
_____10. List the order of business for a meeting.
_____11. Define common motions used in parliamentary procedure.
_____C12. Define marketing.
_____C13. Define economics.
_____C14. Identify marketing functions.
_____C15. Identify channels of distribution.
_____C16. Identify economic systems operating today.
_____C17. Define factors of production.
_____C18. Explain the law of supply and demand.
_____C19. Explain how competition relates to price.
_____C20. Explain the concepts of private enterprise and entrepreneurship.
_____C21. Define types of business ownership.
_____22. Name characteristics of American businesses.
_____C23. Explain the function of labor unions in the economy.
_____C24. Describe government regulations that may affect business in America.
_____25. Describe the role of production in a free enterprise economy.
_____C26. Apply economic principles to business situations.
_____C27. Identify sources of job information.
_____C28. Participate in a job interview.
_____C29. Complete a job application.
_____C30. Prepare a resume'.
_____C31. Write a letter of application.
_____C32. Write a follow-up letter.
_____C33. Describe desirable characteristics of employees.

_____34. Discuss employment agencies.
_____35. Describe items an applicant may need to prepare when applying for a job.
_____C36. Describe things that new employees can do to get off to a good start.
_____C37. Recognize buying motives.
_____C38. Identify types of products.
_____C39. Identify steps in making a sale.
_____C40. Make a sales presentation.
_____C41. Make change.
_____C42. Understand the function of the Universal Product Codes.
_____C43. Identify parts of a cash register.
_____C44. Operate a cash register.
_____45. Describe duties of a salesperson.
_____C46. Describe human relations skills needed by salespeople.
_____C47. Prepare sales receipts.
_____C48. Prepare credit card receipts.
_____49. Describe how to handle complaints.
_____C50. Identify sources of product knowledge.
_____C51. Identify errors on a check.
_____52. Identify ways to help prevent shoplifting.
_____C53. Define promotion.
_____C54. Identify the elements of the promotional mix.
_____C55. Identify parts of an advertisement.
_____C56. Identify appropriate times and products to advertise.
_____C57. Identify goals of advertising.
_____C58. Explain advantages and disadvantages of major types of media.
_____C59. Name the stages of a product.
_____C60. Distinguish between promotional and institutional advertisements.
_____C61. Identify purposes of display.
_____C62. Identify classifications of display.
_____C63. Describe classifications of display.
_____C64. Name the steps in creating a display.
_____C65. Evaluate a display.
_____66. Operate the Signpress machine.
_____C67. Discuss the importance of display.
_____68. Dress a mannequin.
_____69. Create a display in the lab.
_____C70. Compute inventory.
_____C71. Compute retail prices.
_____C72. Compute markdowns.
_____C73. Compute sales tax.
_____C74. Prepare invoices.
_____C75. Compute discounts accompanying invoices.
_____C76. Explain inventory procedures.
_____C77. Utilize the computer in formulating marketing decisions.
_____C78. Compute gross wages.
_____C79. Compute net wages.
_____80. Prepare cost codes.
_____81. Interpret cost codes.
_____C82. Compute unit prices.

_____83. Define open-to-buy.
_____C84. Explain the importance of positive working relationships.
_____C85. Identify the relationship of attitude and job success.
_____C86. Describe ways to best serve customers.
_____C87. Identify the importance of responsibility and job success.
_____C88. Describe ways to improve individual personality.
_____C89. Describe proper telephone procedures for business.
_____C90. Identify human relations traits desired by employers.
_____91. Discuss the importance of self understanding.
_____C92. Discuss the importance of getting along with co-workers.
_____93. Describe line and staff working relationships.
_____C94. Demonstrate how to write a check.
_____C95. Name steps in budgeting.
_____C96. Identify banking services available to individuals and businesses in the community.
_____97. Demonstrate how to balance a bank statement.
_____98. Name and describe common types of insurance.

MARKETING EDUCATION II

STUDENT PERFORMANCE RECORD

MARKETING EDUCATION II

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Identify major characteristics of the modified free enterprise system.
_____C2. List the economic goals of the American people.
_____C3. Name the functions of government in a free enterprise system.
_____C4. Identify the factors of price that influence the economy.
_____C5. Describe the function of supply and demand.
_____C6. List the factors which cause elasticity of demand.
_____C7. List the factors which cause inflation.
_____C8. Distinguish between elastic and inelastic goods and services.
_____ 9. Analyze competition in a modified free enterprise system.
_____10. Construct a supply and demand schedule.
_____C11. Distinguish between the levels of management.
_____C12. Define the functions of management.
_____C13. Identify the characteristics of types of leaders.
_____C14. List the steps in the decision-making process.
_____C15. Discuss the process of management by objectives.
_____C16. Solve a management case study.
_____17. Discuss management as an art and as a science.
_____18. Distinguish between types of management theories.
_____19. Identify the characteristics of a good solution.
_____C20. Explain the reasons organization is necessary.
_____C21. Name the forms of business ownership.
_____C22. List the characteristics of businesses operating under different forms of business ownership.
_____C23. List the job titles and activities performed by various managers.
_____24. List the basic retailing activities for which organization is usually provided.
_____25. List the steps used to determine job responsibility and qualifications.
_____26. List the types of business organizations.
_____27. List the ways formal and informal organizations affect productivity.

____C28. List the principles that affect store layout.
____C29. Discuss the principles for effectively merchandising products in a retail store.
____C30. Distinguish between types and uses of interior displays.
____C31. Name the types of window displays.
____C32. List the principles used in creating displays.
____C33. Distinguish between types of layout arangements.
____C34. State ways to improve store security thorugh layout arrangements.
_____35. Name the types of display classifications.
_____36. Discuss ways to increase cost efficiency through effective layout design.
_____37. Evaluate the visual effectiveness of a display.
____C38. List the primary aspects of store security.
____C39. Describe ways to secure store premises to prevent burglary.
____C40. List the ways to guard the store's cash.
____C41. Describe protective measures to take against robbery.
____C42. Name rules to follow during a robbery.
____C43. Describe ways to prevent shoplifting losses.
____C44. Discuss steps to follow in apprehending a shoplifter.
____C45. State the techniques of internal theft in retail stores.
_____46. Name the methods used by shoplifters.
_____47. List the signals used in detecting shoplifters by their actions.
_____48. Describe ways to limit internal theft.
____C49. Discuss the major concerns of a safe workplace.
____C50. Name the causes of on-the-job accidents.
____C51. Describe ways of creating a safe, clean retail store/workplace.
____C52. List ways of protecting life and property from fire.
____C53. Discuss an employer's responsibilities under OSHA.
_____54. Analyze work area safety conditions.
_____55. Solve a management case study.
____C56. List the elements of a trading area.
____C57. Name the trading area influences on merchandising activities.
____C58. Distinguish among types of business locations.
____C59. Discuss characteristics of a good merchandise mix.
____C60. List the stages of a product cycle.
____C61. Discuss ways to identify suppliers.
____C62. Discuss considerations for qualifying suppliers.
_____63. List guides used in determining merchandise selection.
_____64. Discuss methods of buying merchandise for resale.
_____65. Describe the procedure for ordering merchandise.
____C66. List the steps for effective merchandise control.

____C67. Discuss considerations for developing a merchandise plan.
____C68. List guidelines for ordering appropriate merchandise for resale.
____C69. Define discounts and shipping terms.
____C70. List steps in preparing merchandise for resale.
____C71. Develop a merchandise plan.
_____72. Discuss methods of determining departmental space requirements.
_____73. Compute stock turnover.
_____74. Compute stock-sales ratio.
_____75. Calculate discounts and payments due.
_____76. Calculate prices for selected merchandise.
____C77. List steps used in writing a plan for small business ownership.
____C78. Describe services provided by the Small Business Administration.
____C79. Name business activities which frequently require assistance and information.
____C80. List primary factors which affect business success or failure.
____C81. Distinguish between types of capital expenses incurred when starting a small business.
____C82. List sources of capital used by entrepreneurs
____C83. List documentation usually required by banks and the Small Business Administration to process loan requests.
____C84. Identify regulations which must be considered by entrepreneurs.
_____85. List secondary factors which affect business success or failure.
_____86. Name major sources of information and assistance available to small business owners.
_____87. Distinguish among various types of taxes levied upon businesses.
____C88. List activities used in promoting a small business.
____C89. Name steps of the selling process.
____C90. Identify reasons businesses spend money on advertising and sales promotions.
____C91. List steps used in planning advertising and sales promotions.
____C92. List types of advertising media available.
____C93. Identify factors to be considered when determining advertising budgets.
____C94. Discuss common methods of distributing advertising dollars.
____C95. List sales promotions activities used by small businesses.
_____96. Identify common methods used to determine an advertising budget.
_____97. Identify types of public relations activities used by small businesses.
_____98. State the principles of visual merchandising.
_____99. Write a publicity release.

FASHION MERCHANDISING

STUDENT PERFORMANCE RECORD

FASHION MERCHANDISING

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Identify objectives of Marketing Education.
_____C2. Explain the leadership opportunities offered through membership in DECA.
_____C3. Explain the purpose of competitive activities and chapter awards.
_____C4. Associate fashion terms with fashion illustrations.
_____C5. Discuss the five principles of fashion.
_____C6. Associate names with illustrations of popular styles from early Egyptians through popular styles today.
_____7. Discuss the relationship of art and fashion.
_____C8. Explain environmental influences that make and change fashion.
_____C9. Name and associate fashion leaders and styles worn by each from early Egyptians through today.
_____C10. Compile a notebook of pictures showing styles worn from 1960's 1980's.
_____11. Discuss reasons for business success in fashion merchandising.
_____C12. Describe the roles of designers, textile producers, apparel manufacturers, retailers and customers in the making of fashion.
_____C13. Name the steps in the fashion cycle.
_____C14. Describe ways to determine fashion trends.
_____15. Discuss the variations in the fashion cycle.
_____16. Name the fashion theories.
_____C17. Describe formal and informal displays.
_____C18. Name and explain design principles.
_____C19. Classify basic display arrangements.
_____C20. Plan and build a display.
_____C21. Analyze color combinations of the color wheel.
_____C22. Give examples of uses of fixtures in fashion display.
_____23. Dress a mannequin.
_____C24. Identify appropriate times and products to advertise.
_____C25. Identify goals of advertising.
_____C26. Explain advantages and disadvantages of major types of media.
_____C27. Identify the major parts of an ad layout.
_____C28. Prepare an ad layout.
_____C29. Name and describe the steps in a sale.

_____C30. Recognize size ranges and proper garment selection for different figure types.
_____C31. Recognize apparel terms associated with a selling situation.
_____C32. Identify buying motives.
_____C33. Identify sources of product information.
_____C34. Accessorize an outfit.
_____35. Give examples of how changing accessories changes an outfit.
_____C36. Name the broad groups of fibers.
_____C37. Define the broad groups of fibers.
_____C38. Distinguish between different fibers.
_____C39. Describe care of different fibers.
_____C40. Demonstrate the basic weaves.
_____C41. Discuss reasons for textile finishes used in fabrics today.
_____C42. Identify common fabrics in fashion today.
_____C43. Identify the duties of a fashion buyer.
_____C44. Identify major domestic market cities.
_____45. Identify major foreign market cities.
_____C46. Identify market terminology.
_____C47. Describe rules of going to market.
_____48. Discuss the difference in buying for a small store as opposed to a large store.
_____C49. Name and describe broad areas of retailing.
_____C50. Prepare a resume'.
_____C51. Write a letter of application.
_____C52. Write a follow-up letter.
_____C53. Participate in a job interview.
_____54. Identify advantages and disadvantages of each form of business ownership.
_____C55. Identify laws affecting product labeling.
_____C56. Identify laws affecting fashion products.
_____C57. Identify sources of jobs in the fashion industry.
_____C58. Operate the cash register.
_____C59. Complete sales checks.
_____C60. Compute sales tax.
_____C61. Compute prices using a pricing formula.
_____62. Compute stockturn.
_____C63. Complete a purchase order.
_____C64. Define shipping terms associated with invoices.
_____65. Divide orders into different percentages of size ranges.
_____C66. Identify types of fashion shows.
_____C67. List steps in planning a fashion show.
_____68. Prepare commentary for a fashion show.
_____69. Draw a floor plan for a fashion show.
_____70. Prepare advertising for a fashion show.
_____71. Perform a fashion show for the public.

MARKETING COOPERATIVE EDUCATION I

STUDENT PERFORMANCE RECORD

MARKETING COOPERATIVE EDUCATION I

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Identify individual gains from Marketing Education.
_____C2. Be aware of the grading criteria for cooperative education.
_____C3. Identify ways to improve relationships with other people.
_____C4. List characteristics of a good employee.
_____C5. Describe rules and regulations of cooperative programs.
_____C6. Name adjustments that students must make upon enrolling in Marketing Cooperative Education.
_____C7. List things students can expect during their first week on the job.
_____C8. Explain the process of quitting a cooperative education job.
_____C9. Describe proper grooming and dress for work.
_____C10. List rules for telephone use in business.
_____11. Describe the effect of shoplifting and employee theft on a business.
_____C12. Explain the leadership opportunities offered through membership in DECA.
_____C13. Explain the purpose of competitive activities and chapter awards.
_____14. Identify the characteristics of a good DECA chapter meeting.
_____C15. Describe how a motion is introduced according to parliamentary procedure.
_____C16. Identify common motions in parliamentary procedure.
_____C17. Define marketing.
_____C18. Define economics.
_____C19. Identify the role of goods and services in marketing.
_____C20. Identify the marketing functions.
_____C21. Explain how utility adds value to a product.
_____C22. Explain the law of supply and demand.
_____C23. Identify the channels of distribution.
_____C24. Explain the function of labor unions in the economy.
_____C25. Explain the concepts of private enterprise and entrepreneurship.
_____C26. Identify economic resources.
_____C27. Describe the role of profit in business.
_____28. Explain government and business interaction.
_____29. Identify the meaning of gross national product.
_____30. Identify purposes of display.

_____31. Name classifications of display.
_____32. Draw basic display arrangements.
_____C33. Name the steps in selling.
_____C34. Make a sales demonstration.
_____C35. Identify sources of product information.
_____C36. Describe how to determine customer needs.
_____C37. Define trading up.
_____C38. Identify common duties of a salesperson other than selling.
_____C39. Define promotion.
_____C40. Identify elements of the promotional mix.
_____C41. Identify advantages and disadvantages of major types of advertising media.
_____42. Identify when to advertise various products.
_____43. Prepare an advertising layout.
_____C44. Prepare a purchase order.
_____C45. Prepare an invoice.
_____C46. Compute markup using basic formulas.
_____C47. Open cash register and verify change fund.
_____C48. Complete a sales slip.
_____C49. Complete a charge sales slip.
_____C50. Compute sales tax.
_____C51. Make change.
_____C52. Explain physical and perpetual inventory.
_____53. Compute stock turnover.
_____54. Explain how income and loss are determined in marketing.
_____C55. Compute earnings.
_____56. Name reasons for taxation.
_____C57. Complete a short income tax form.
_____C58. Understand the relationship of self understanding and succeeding at work.
_____C59. Explain the importance of positive working relationships.
_____C60. Identify the relationship of attitude and job success.
_____C61. Describe proper personal appearance on the individual's job.
_____C62. Describe ways to best serve customers.
_____C63. Describe the steps in goal setting.
_____C64. Identify the importance of responsibility and job success.
_____C65. Describe ways to improve individual personality.
_____66. Explain the effect of self esteem on personality.
_____C67. Relate initiative to the progress of the cooperative education student.
_____68. Identify ways to demonstrate creativity on the job.
_____C69. Be aware of basic safety rules.
_____C70. List the steps involved in first aid.
_____C71. Describe how to stop bleeding.
_____C72. Describe correct steps to clear an air passage.
_____C73. Describe proper lifting methods.
_____C74. Describe use of the Heimlich maneuver.
_____C75. Describe location of fire exits at the cooperative education work site.
_____C76. Describe location of community civil defense shelters located near the school and near the cooperative education work site.
_____C77. Identify sources of job information.

_____C78. Write letters of application.
_____C79. Prepare a resume'.
_____C80. Complete a job application.
_____C81. Participate in a job interview.
_____C82. Write a follow-up letter.
_____C83. Describe the correct way to terminate employment.
_____C84. Identify steps in career planning.
_____C85. Describe the concept of time management.
_____86. List steps in opening a checking account.
_____87. List steps in obtaining a loan.
_____C88. Describe advantages of using credit.
_____C89. Describe disadvantages of using credit.
_____90. Describe common types of insurance.



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MARKETING COOPERATIVE EDUCATION II

STUDENT PERFORMANCE RECORD

MARKETING COOPERATIVE EDUCATION II

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. List advantages and disadvantages of using credit.
_____C2. Identify the three C's of credit.
_____C3. Name major types of credit extended by businesses.
_____C4. Describe types of loans issued by banks and other lending institutions.
_____C5. List guidelines for obtaining credit and loans.
_____C6. Name factors which determine amount of interest.
_____ 7. Define terms associated with credit and loans.
_____C8. Describe tasks performed by first-line supervisors.
_____C9. Discuss ways to be an effective direct supervisor.
____C10. List characteristics of a good supervisor
____C11. Arrange in order Maslow's hierarchy of needs.
_____12. List the aspects of productivity.
____C13. Name ways to improve productivity.
_____14. List modern techniques of motivation.
_____15. Distinguish between motivation and maintenance factors.
_____16. List ways of linking personal and company goals.
____C17. Name management principles relating to business organization.
____C18. Discuss reasons for organization.
____C19. Distinguish among forms of business ownership.
____C20. Describe characteristics of businesses operating under different forms of business ownership.
____C21. List basic retailing activities for which organization is provided.
____C22. Distinguish among characteristics of each step used to determine job responsibility and qualifications.
_____23. Name job titles and activities performed by various managers.
_____24. Distinguish among ways formal and informal organizations affect productivity.
_____25. Distinguish between occupations involving line and staff personnel functions.

____C26. Describe methods used by shoplifters.
____C27. Describe ways of preventing shoplifting losses.
____C28. List signals used in detecting shoplifters by their actions.
____C29. Discuss steps to follow in apprehending a shoplifter.
____C30. Describe ways to limit internal theft.
_____31. List rules to follow during a robbery.
_____32. Describe ways to take protective measures against robbery.
____C33. Describe services provided by the Small Business Administration.
____C34. Arrange in order steps used in writing a plan for small business ownership.
____C35. Describe primary factors which determine business success or failure.
____C36. List secondary factors which affect business success or failure.
____C37. List sources of capital.
____C38. Name regulations which must be considered by entrepreneurs.
_____39. List documentation usually required by banks and the Small Business Administration to process loan requests.
_____40. Distinguish among various types of taxes levied upon businesses.
_____41. List business activities which frequently require assistance and information.
____C42. Name major characteristics of our modified free enterprise system.
____C43. Define economic goals of Americans.
____C44. Discuss functions of government in a modified free enterprise system.
____C45. Define the function of supply and demand.
____C46. List factors which cause inflation.
_____47. Interpret price factors that influence the economy.
_____48. Describe factors which cause elasticity of demand.
____C49. Define terms associated with investing.
____C50. Interpret a stock market report.
____C51. Determine the value of taxes.
____C52. List steps for using time wisely.
_____53. Name ways of saving money on transportation.
_____54. List guidelines for saving money.

DIVERSIFIED OCCUPATIONS COOPERATIVE EDUCATION I

STUDENT PERFORMANCE RECORD

DIVERSIFIED OCCUPATIONS COOPERATIVE EDUCATION I

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Name advantages of a cooperative program.
_____C2. Complete forms required in cooperative programs.
_____C3. Be aware of the grading criteria for cooperative education.
_____C4. Be familiar with the rules and regulations of a cooperative program.
_____C5. Name adjustments that a student must make upon enrolling in a cooperative education program.
_____C6. List things that an employee should do during the first weeks on the job.
_____C7. Explain the process of quitting a cooperative education job.
_____C8. Describe proper grooming and dress for work.
_____C9. Compute earnings.
_____C10. Be aware of the benefits of Social Security.
_____11. Be acquainted with the history of vocational education.
_____12. Be acquainted with the postsecondary vocational and technical offerings in the area.
_____C13. Explain the leadership development opportunities offered through membership in the vocational youth organization students are eligible to join.
_____C14. Define leadership.
_____C15. Name ways to develop leadership potential.
_____C16. Identify organizations that require leadership skills.
_____17. Introduce a motion.
_____18. Define common motions used in parliamentary procedure.
_____C19. Identify sources of job information.
_____C20. Participate in a job interview.
_____C21. Complete a job application.
_____C22. Prepare a resume'.
_____23. Describe the function of employment agencies.
_____C24. Write a letter of application.
_____C25. Write a follow-up letter.
_____C26. Describe how to handle loss of employment.
_____C27. Be aware of basic safety rules.
_____C28. Classify fires.
_____C29. List the steps involved in first aid.
_____C30. Describe how to stop bleeding.

_____C31. Describe correct steps to clear an air passage.
_____C32. List steps to treat for shock.
_____C33. Describe proper lifting methods.
_____C34. Describe the Heimlich maneuver.
_____C35. Explain how to call an ambulance and what to do when it arrives.
_____C36. Identify major causes of accidents in the work place.
_____37. Describe safe use of ladders.
_____38. Identify ways to avoid electrical shock.
_____C39. Describe location of fire exits at the cooperative education work site.
_____C40. Describe location of community civil defense shelters located near the school and near the cooperative education work site.
_____C41. Describe ways to improve individual personality.
_____C42. Describe ways to improve relationships with other people.
_____43. Identify ways of coping with stress.
_____C44. Explain the importance of positive working relationships.
_____C45. Identify the relationship of attitude and job success.
_____C46. Describe proper personal appearance on the individual's job.
_____C47. Identify the importance of responsibility and job success.
_____C48. Identify characteristics of good employees and good employers.
_____49. Describe the chain of command in the organization in which the student is employed.
_____C50. Identify ways to get along with superiors.
_____51. Formulate ethical solutions to problems at work.
_____C52. Explain the process of developing a budget.
_____C53. Reconcile a bank statement.
_____C54. Describe common types of insurance.
_____C55. Explain the difference in fixed and variable expenses.
_____C56. Give examples of fixed and variable expenses.
_____C57. Describe advantages of using credit.
_____C58. Describe disadvantages of using credit.
_____C59. Calculate cost of credit.
_____60. Name reasons for taxation.
_____C61. Complete a short income tax form.
_____62. Be aware of the history of taxation.
_____63. Be aware of the economics of taxation.
_____C64. Identify ways to improve communications skills.
_____C65. Identify obstacles to communication.
_____C66. Describe good listening skills.
_____C67. Describe ways to clarify business policies.
_____68. Explain how to make introductions.
_____69. Demonstrate proper business usage of the telephone.

DIVERSIFIED OCCUPATIONS COOPERATIVE EDUCATION II

STUDENT PERFORMANCE RECORD

DIVERSIFIED OCCUPATIONS COOPERATIVE EDUCATION II

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

C = Core competencies

_____C1. Identify different sources of job information.
_____C2. List items which an applicant may need to prepare when applying for a job.
_____C3. Prepare an updated personal data sheet.
_____C4. Use telephone to arrange job interview.
_____C5. Complete job application form.
_____ 6. List job-related and personal guidelines for selecting clothes for the job interview.
_____ 7. Write a letter of application.
_____ 8. Participate in a job interview.
_____ 9. Complete a sample employment test.
_____C10. Name the characteristics of our modified free enterprise system.
_____C11. Identify the resources necessary for production of goods and services.
_____C12. List the types of business organizations.
_____C13. Discuss the function of supply and demand schedules.
_____C14. Define elasticity of demand.
_____C15. Name the ways prices influence the economy.
_____C16. List the benefits of competition and profit.
_____17. Describe the channels of distribution.
_____18. Distinguish between the roles of government, individuals, and businesses in the economy.
_____19. Apply economic principles to business situations.
_____C20. List practical ways of improving communication skills.
_____C21. Name ways to give orders, directions, and instructions.
_____C22. Discuss the proper way to introduce himself/herself.
_____C23. Discuss the proper way to introduce others.
_____C24. Discuss proper ways of acknowledging introductions.
_____C25. List rules for proper use of the telephone.
_____C26. Distinguish between positive and negative gestures, expressions, and stances.
_____27. Define semantics obstacle to communication.
_____28. List ways to control rumors.

_____29. Name steps in clarifying business policy.
_____30. List ways to carry on casual conversation.
____C31. Name basic parts of a business letter.
____C32. List ways of organizing thoughts and information through a topic outline.
____C33. Identify common errors to avoid when writing sentences.
____C34. List ways of achieving paragraph and message unity.
____C35. Identify the four basic letter styles.
____C36. List basic characteristics of a memorandum.
_____37. State the amount of space devoted to the letterhead.
_____38. Describe types of complimentary closings.
_____39. Describe items relative to envelopes.
____C40. List reasons people work.
____C41. Identify the benefits of setting goals.
____C42. Name obstacles to career goals.
____C43. List categories of jobs.
____C44. Describe how to handle loss of employment.
____C45. List ways to ask for a raise.
_____46. Discuss proper ways of quitting a job.
_____47. Define terms associated with career planning.
_____48. Write a letter of resignation.
____C49. Identify reasons for human relations training.
____C50. List physical and emotional characteristics of personality.
____C51. Name the three sides of self.
____C52. State values of having self-respect or a good self-concept.
____C53. Identify reasons some people have little self-respect.
____C54. Identify characteristics of people with little self-respect.
____C55. List ways to protect self-respect.
_____56. List ways to achieve self-control.
_____57. List ways to show respect for others.
_____58. Name steps for creating a change in attitude.
_____59. Complete a self-analysis.
____C60. List guidelines for health care.
____C61. List guidelines for saving money.
____C62. Interpret a stock market report.
____C63. List steps for using time wisely.
____C64. Determine the value of taxes.
_____65. List guidelines for purchasing food items.
_____66. List ways of saving money on transportation.
_____67. Evaluate a letter of complaint.